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ABSTRACT

Several essays are presented which discuss alternative delivery systems for adult education in Canada. The individual papers focus on the following topics: 1) an overview of an open Basic Training for Skill Development program; 2) Canadian open adult learning systems; 3) the affective relationship between television and the adult basic education learner; 4) the interface between educational television and basic education in life skills; 5) a survey of open learning systems; 6) three scenarios for Canadian educational television; and 7) broadcast programs for open basic Training for Skill Development programs. (PB)

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CANADIAN OPEN ADULT LEARNING SYSTEMS

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FOREWORD

This report was initially prepared for the National Workshop on the Canada Manpower Training Program held in Winnipeg during February 1974. The original report presented at the conference included several chapters on curriculum development for adult training. These and additional chapters are being published separately under the title of Handbook of Adult Curriculum Development. It is hoped that this report will further the discussion of alternative delivery systems for adult training and should not be construed to be a formal proposal by the Department of Manpower and Immigration. Grateful acknowledgement is made of the assistance of Linda Reis in editing this report. Also, acknowledgements are given to Sharon Curniski, Ruth Rohovich, Paulette Olexyn and Sandy Berezowski who retyped the original manuscript of the report several times.

The Training Research and Development Station was established in 1972 to develop new methods of counseling and training adults.

D. Stuart Conger, Director
Training Research and Development Station

April, 1974

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CHAPTER I

OVERVIEW OF AN OPEN BTSD PROGRAM

INTRODUCTION

In recent years, the word "open" has assumed special meaning when used to describe education. An "open" school allows students the freedom to delve into special interest material which the traditional classroom could not permit in terms of time and curriculum completion. An "open" university is a higher educational institution which delivers its courses in whole or in part by means of radio or television broadcasting.

The Open University of the United Kingdom is the prototype which many North American institutions are following. It best exemplifies the use of the word "open". To some extent, North American institutions use "open" in reference to the broadcast orientation of their delivery system. In the British Context, however, "open" means that admission to the university is open to any adult who applies regardless of his academic background - if any.

A significant feature of the British program is that it represents a new system of education comprising a number of elements, including:

- radio
- television
- correspondence instruction
- audio tape cassette recordings
- regional centres for counselling and instruction
- tutorials at local centres
- short summer schools

The enrolment in Open University is close to 50,000, and the cost per student is expected to be in the neighbourhood of 20% of that of university education.

The components of the system are not in themselves particularly unique, although some excellent courses have been designed; the most significant innovation is that they have been incorporated into a new delivery system that is open to all citizens who wish to enrol.

An obvious question must be posed at this point. Could an Open BTSD System offer an alternative to the present means of following a program in Basic Training for Skill Development? Such a program would be open to all interested adults on a variable time table and would have several unique advantages over the present system of providing the training. The Open BTSD could:

1. make instruction available to a great many people who are now excluded from CMTP but need training to profitably enter the labor force;

2. separate the welfare (i.e., allowances) factor and the training factor;

3. ensure a consistently high standard of instruction;

4. provide instruction to people who are now working but who need additional instruction to advance in their work;

5. stimulate a mass ethos for learning and competence;

6. utilize the advantages of broadcast (radio, television, and satellite) with the provincial organization to deliver counseling, instruction and tutoring at regional and local centres;

7. extend the program to all people in the labor force;

8. upgrade for a better job the marginally employed worker who won't "stoop" to welfare but who is barely existing on minimum wages;

9. extend the program to remote and sparsely populated areas;

10. make it possible for a family to study together and assist each other;

11. accommodate different learning styles through, for instance, audio visual presentations by TV, pencil and paper work, and personal tutoring;

12. accommodate shift workers who would have to study at various times;

13. accommodate mothers and housewives who are planning to re-enter the labor force but need training;

14. deliver training to institutionalized people who cannot come to class.

The present BTSD program excludes some people because it is tied to the payment of training allowances. For instance, the allowance requirement imposes the following constraints:

1. training must be full time, yet many educators believe that 1/2 day learning is more effective;

2. employed people who want to upgrade their skills are excluded, unless they relinquish their jobs.

Thus, while training allowances have been of a very great benefit to hundreds of thousands of Canadians enrolled in the CMTP, in some ways the training program is constrained by the income support program that also facilitates it. It is possible, of course, for certain people to take training without allowances, but even so some of the same constraints apply (they cannot, for instance, take part-time courses even though present individualized continuous intake-output programs are well suited to this).

By removing the training allowances constraint, it is entirely possible to extend the program to many people who would benefit personally and who would contribute more to the economy of the country.

The nature of a Canadian "open" manpower training program would basically involve the fact that it would be open to all people at all times and that it would make use of the broadcast media. The openness would be so extensive that a student could start at any point in the course. This is possible only with individualized instruction and continuous input-output programming which is increasingly being used in Canada for BTSD.

The Learning Centre

The key to an open BTSD program, therefore, would be a "drop-in learning centre" that represented a cross between a school and a library - sort of an educational cafeteria. The learning centre would contain instructional materials covering the adult grades 1 to 12 in individualized format so that students could learn what they need to know by prescription. The full range of self-instructional material would include mathematics, communications, reasoning, interpersonal, and manipulative skills. The instructional materials would be available in a number of media. These would be in accordance with the nature of the subject matter, the various basic

learning styles of adults, and the numerous possibilities provided by instructional media. Thus, for instance, mathematics and communications would be available in print media. For illiterates, mathematics would be available on audio tape (as in the BLADE program)[1]. Listening skills would also be taught by audio cassette tapes. Mathematics could thus be taught by filmstrip or moving visual tape. All of these materials could be packaged for home delivery by means of correspondence lessons.

The learning centre would:

1. Provide registration facilities for students wishing to enrol in the course;

2. Serve as an examination centre;

3. Provide a learning environment to be available for student use at times convenient to them;

4. Provide, for student use, a learning environment which would include carrels and desks for individual study; a room for small group instruction; access to the use of video cassettes, audio cassettes, all printed materials including reference books and correspondence lessons;

5. Make available a tutor whose duties would be to:

   a. Administer to the student, a placement inventory at the beginning of the course;

   b. Act as a counsellor to students;

   c. Follow up on the progress of students by telephone especially those taking the course by correspondence;

   d. Make available individual and small group instruction for students needing extra tuition;

   e. Make himself available for telephone interviews with students;

   f. Administer tests;

   g. Provide instruction on the use of the instructional media hardware available for use at the learning centre.

Upon registration, the student would complete a Placement Inventory to separate those skills which the student has already mastered and therefore does not need to relearn from those skills which the student has yet to acquire.

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[1] BLADE - Basic Learning for Adult Development, Information Canada, Prince Albert, Saskatchewan.

The tutor would devise study prescriptions for the student to follow. These might include records or audiotapes, workbook exercises, and a text which the student could use at home. Each prescription would include the objectives to be reached, the materials to be used, the suggested activities, and a student administered evaluator.

At the end of each unit of study, the student would complete a Student Progress Check which he would mark by himself, with the aid of an Answer Key. He would then consult the prescription portion of the Student Progress Check which, based on the number of incorrect answers, would point him towards:

1. Proceeding to the next Unit;
2. Reviewing certain Items covered in the Unit;
3. Consulting the tutor for further instruction.

In some centres, a computer could do the test-scoring and could prescribe remedial or other work for the student. The student would send his answers for the Unit Progress Check to a computer terminal where the test would be marked. Form letters and addressed envelopes would be provided for this purpose. The computer would be so programmed to:

1. Identify each question of the Unit Progress Check with a reference to one of the items covered in the unit;

2. Identify the page numbers of a book source outside the workbook for each of the items covered;

3. Select, on the basis of the number of incorrect answers on a given time, a study prescription for the student. The Unit Progress Check and Study Prescription would be sent back to the student.

The Broadcast Program

Universities and Community Colleges have been offering credit courses by television for some twenty years. Recently, there has been a significant increase in the number of institutions offering media service due to the extensive publicity given to the Open University in England. A comparison between the number of viewers and enrolled students, however, reveals that the broadcasts may be viewed by 10 to 20,000 people but the number enrolled may be a mere 145. Obviously a good many people are auditing the course rather than taking it for a credit. The fact that the broadcast programs can serve two audiences is of course very desirable (although the non-registrants do not help pay for the costs).

The question of whether a Manpower training program should be broadcast and what topics or subjects should be covered in the broadcasts must

inevitably be raised. A strictly instructional program in mathematics, for instance, would be of questionable value because of the "lock step" procedures that could be forced on the viewing audience and which individualization was developed to avoid. It is not likely that broadcast could do as good a job (and certainly is not as economic) as instructional media provided through the learning centre.

The power of the media in adult training has been demonstrated by the Canadian Broadcasting Corporation and the National Film Board. This power involves the presentation of documentaries regarding issues of present concern that inform the citizen and motivate him to constructive action. Considering the adult student audience of an Open BTSD Program, the appropriate documentary series should involve the theme of participation in the labour force - the problems and opportunities of getting, keeping, and progressing in a job or career.

Television is seen as a good instructional tool for the following reasons:

1. The great size of the potential viewing audience.

2. The impact of seeing how the problems encountered by people portrayed on television can be solved.

3. The possibility of colourful coverage of a wide range of topics.

4. The variety of approaches which can be taken to motivate the viewer to think and to act.

5. The potential for promoting on a large scale the academic portion of this open BTSD program, and problem solving skills which the broadcast programs will be designed to teach.

To make full use of the potential of this medium, television could be used to educate the whole community about problems which could face everyone regarding employment. Therefore, a series of one-half hour programs shown once a week and repeated once on a different day at a different time would be employed.

Radio

Radio is a highly regarded medium which can best be used to spark large group participation. Because radio time is less expensive than T.V. time, it seems logical that it is the better medium for obtaining feedback

from the whole community.

Radio programming may be used as a supplement to the television portion of the project for both instructional and promotional usages. For instance, radio programs could be broadcast once a week in a half-hour time slot. Since one broadcasting time would not suit all viewers, the program should be re-broadcast on a different day at a different time. The initial radio broadcast could act as a follow up to the television program and should allow for a "phone-in" portion so that viewer feedback could be received spontaneously.

In conclusion, the features of an Open BTSD Program would include the following:

1. broadcasts to encourage people to enrol and persist in training;

2. broadcasts to teach certain concepts;

3. home learning materials including correspondence lessons, audio-tapes, video discs and other audio visual materials;

4. local centres for study and tutoring with materials for placement, study and training;

5. continuous entrance and graduation;

6. availability to any citizen;

7. training allowances if necessary;

8. Manpower and Immigration pay for training on a fee for service basis for certain students;

9. study at a time and place convenient to the student so that he could take advantage of any help available in his own environment;

10. study consultation centres which would be established in local libraries or schools where students would come for tutoring as required;

11. "phone in" requests from students for more information or explanations and "phone out" calls from tutors to encourage and follow through with students;

12. the same locations serving as testing centres for students who desire a certificate of achievement.

CHAPTER II

CANADIAN OPEN ADULT LEARNING SYSTEMS

D. Stuart Conger*

The purpose of this presentation is to describe Canadian mediated open learning systems that operate in the domain of adult education rather than university education. There are at least two Canadian Universities (Athabasca in Edmonton, Alberta, and Tele Universite in Quebec) which are to be open universities entirely, and of course, other Canadian colleges and universities are offering credit courses by means of broadcast. To a very large extent, these projects have looked to Europe, Japan and the United States for models to adapt or adopt.

Certain Canadian mediated adult education programs, on the other hand, have evolved in Canada and represent a certain philosophy and methodology that may be of interest to those people who see open mediated learning embracing adult training.

Antigonish Movement

The first Canadian mediated adult open learning system was initiated in 1935 as a joint venture of the Canadian Broadcasting Corporation, the Canadian Federation of Agriculture and the Canadian Association for Adult Education. This program was Farm Radio Forum, which included educational broadcasts, study clubs, regional organizers, printed materials and other components of a learning system. Its philosophy of adult education was derived from Dr. M. M. Coady of St. Francis Xavier University in Antigonish, Nova Scotia. Dr. Coady was concerned about the abject poverty of the farmers, fishermen, and industrial workers, and became convinced that the people had to be mobilized to improve their own lot.

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*Director, Training Research and Development Station,
Prince Albert, Saskatchewan, Canada

In September, 1929, Dr. Coady initiated the Antigonish Movement, travelling from village to village and preaching the gospel of self help through the establishment of local cooperatives. The first cooperative was organized in 1930. The university extension department in a coordinated effort, brought relevant education to farms and villages through locally organized study clubs. Within 20 years, the Antigonish Movement in the Maritime provinces included 100,000 participants, 451 credit unions, 210 cooperative stores, 27 cooperative housing units, and also cooperative hospitals, insurance plans, and medical care. In Dr. Coady's view, and in fact, this was an adult education program integrated into an economically oriented social movement. The Antigonish Movement as it was called, was built on six principles. The first of these principles regards the primacy of the individual, and the development of individual capacities through social organization. The second principle states that social reform must come through education of the citizens for constructive social action.

The third principle says that education must begin with the economic. In the first place, the people are most keenly interested in those things that affect their economic needs; and it is good technique to suit the educational effort to the most intimate interests of the individual or group. Moreover, economic reform is the most immediate necessity, because the economic problems of the world are the most pressing.

The fourth principle of the Antigonish Movement involves the process of education through group action. Group action is essential to success under modern conditions: you cannot get results in business or civic affairs without organization.

The fifth principle states that effective social reform involves fundamental changes in social and economic institutions. It is necessary to face the fact that real reform will necessitate strong measures of change which may prove unpopular in certain quarters.

The final principle expresses the belief that the ultimate objective of the movement is a full and abundant life for everyone in the community. Economic cooperation is the first step, but only the first, towards a society which will permit every individual to develop to the utmost limit of his capacities.

The tool that Dr. Coady had selected to transform his philosophy into an adult education program was the discussion group, a method by which large numbers of people over a wide area could be inexpensively organized for enlightenment.

Thus, the St. Francis Xavier University Extension Department organized people into small groups for weekly discussion during the fall and winter months. The Extension Department supplied these small groups with prepared study material and the discussions centered around the immediate practical problems being experienced by the rural Maritimer.

Farm Radio Forum

National Farm Radio Forum was the first mediated adult education program to use Dr. Coady's philosophy that adult education should be integrated with socio-economic movements. Farm Forum did not attempt to deliver knowledge in a matter of fact fashion. Instead, it integrated knowledge and a sense of direction so that the farmer would be assisted in taking action to improve his circumstances.

The National Farm Radio Forum was an experiment in mediated adult education which grew out of the depression. In form, it was a national discussion group project for rural Canadians, combining the mass media of radio and the printed page with the small discussion group. The aim of the Farm Radio Forum was to give farmers a new incentive to group action and neighbourliness, and to stimulate thought and understanding among rural listeners, which would hopefully widen their horizons as citizens and help them improve their conditions as farmers.

In planning Farm Radio Forum in 1935, E. A. Corbett the Director of the Canadian Association for Adult Education, laid out the following educational principles: (1) social progress can only come about through improvement in the quality of human beings, and such individual improvement can only come through increased education, (2) education, when directed towards adults, functions most effectively through group study and group action, (3) adult education must suit the interests of both the individual and the group and, in Corbett's view, most of these interests were economic, (4) people must be reached in large numbers to effect any social change, and (5) to have continuing success, study groups not only have to study but should engage in some form of group enterprise, which would produce some immediate and visible effects within the local community.

The process of education, in terms of the National Farm Radio Forum, was inextricably related to the process of communication, in both the mass and inter-personal senses. The unique aspect of the Farm Radio Forum, viewed from an educational perspective, was its two-way communication process. From the Farm Radio Forum National Office emanated broadcasts and written study material, while the Forums replied with reports on the discussions of these. The principal goal of the entire communication system of the National Farm Radio Forum was the healthy functioning of the individual forum or discussion-listening group. The radio broadcasts and various printed forum guides employed the mass media as a means of transferring the information to the forums. In this manner, the interest of the individual forum members in the proposed discussion topic was stimulated. Mass media was employed as a stimulator in the learning process, as well as being the means of conveying the basic factual foundations essential to the building of the learning process.

Since, for most farm listeners, the gap between the local and national interest level was very large, an intermediary agent was necessary to ensure a continuity of interest throughout the whole Farm Radio Forum enterprise. This intermediary agent was the weekly broadcast reports given by

the various Provincial Farm Forum Secretaries. The National Network of the CBC was divided into regional networks so the Provincial Farm Forum Secretaries could deliver their reports. These reports contained a summarized version of the forum discussions which had occurred in the previous week, including some direct quotations from individual forum members. This five minute period allowed the individual forum to identify with the other forums within the province. It also served the function of providing the individual forums with the knowledge that their opinions had been heard by forum leaders and had even been voiced over the air for others to hear.

Once every month, five minutes were devoted to a national review broadcast by the National Farm Forum Secretary. The National Secretary received and synthesized all of the Forum reports for the previous month and disseminated the interpretive summary of them over the air.

The most immediate impact of the Farm Radio Forum on the rural Canadian society of the late thirties and early forties was its role in fashioning an activist approach, on the part of the farmers, to socio-economic problems. The necessary concomitant of this activist approach was the utilization of the Farm Forum discussion group as a breeding ground for a rural leadership that exhibited an inquiring and critical mind.

The second general effect of the Farm Radio Forum project was to prove that radio could play a constructive role in an organized adult education program. The Farm Forum also demonstrated that the farmer possessed no intrinsic desire for self-education. Rather, it revealed that other sources of motivation, i.e., neighbourhood listening groups and action projects, were needed in order to make adult education attractive to the farmer.

National Film Board of Canada

The second major mediated Canadian adult education program was initiated with the formation of the National Film Board of Canada in 1939. The Film Board was established on the educational philosophy of John Grierson, its first Commissioner. Grierson said that education should be activist "on the barricades of social construction" because he believed that education is the key to the mobilization of men's minds. He also stated that education should attach itself to economic processes and current happenings in the world.

Grierson was very conscious of the information explosion, but critical of educators who were concerned only with imparting cold data, or teaching purely cognitive material. He called for a dramatic approach to education rather than the current intellectualist approach. Grierson revered the controversial term "propaganda" because of its integration of both cognitive and affective content and because it organized knowledge so that it was relevant and meaningful.

To Grierson, adult education required "a kind of educational shorthand which would give people immediate comprehension of the highly complex forces which motivate our complicated society." Society with its wide horizons and complex perspectives cannot be taught in the old cognitive ways, he argued, and in fact the only methods which will convey the nature of society are dramatic methods. That is why the documentary is important to education. The documentary communicates the new world by showing it in its corporate and living nature. Grierson argued that education should express itself not as thought or debate; but as the positive action within the community of organized youth groups, women's groups and men's groups.

Educational technique, according to Grierson, must be revolutionized and fitted not only for the task of demonstrating the terms of a living community, but of realizing them in action and by action. In the future, the secret of the relationship between propaganda and education lies ultimately in this matter of technique, and it involves a new consideration of the interpretive factor in education.

"Education must translate the materials of citizenship into terms which are capable of being grasped and which are inducive to action. This may be achieved by presenting the basic dramatic patterns in all social problems which involve a relationship between people and forces. Revelation of these dramatic patterns is a first essential in the process of modern education. Young people and adults alike require a broad and lively picture of their society to stir their imaginations and instil the loyalties necessary if they are to face up to its problems. In short, the dramatic pattern could convey a sense of growth, movement, and opposition, provide a grip on reality, and secure a sense of action regarding it." It was out of these considerations and this theory that the documentary film movement arose.

Grierson developed the documentary film as a movement deliberately to 'bring alive' to the citizen, the world in which his citizenship lay and to 'bridge the gap' between the citizen and his community. Grierson believed that "even so complex a world as ours could be patterned for all to appreciate if we only got away from the servile accumulation of fact and struck for the story which held the facts in living organic relationship together."

A theory purely educational became thereby a theory involving the directive use of films, based on two essential factors: the observation of the ordinary or the actual, and the discovery within the actual of the patterns which gave it significance for civic education.

On this philosophy of education, the National Film Board of Canada produced a wide range of educational films including series on improving health, farming, community, labour-management relations, ethnic relations, mental health, industrial safety and corrections.

In the early years of the National Film Board (1940's) over half of Canada's population lived in rural areas, little towns, or fishing outposts.

Thus, it was necessary to take Grierson's education to the people. Initially, a network of travelling projectionists was established to take the film, screen and projector from community to community. Sometimes, if there was an agricultural film on the program, the provincial agricultural representative came along. If there was a health film, the public health nurse or doctor travelled with the projectionist. When a district was having a special campaign, the projectionist brought a film to help it along.

With the help of the Workers Educational Association, showings were organized for the trade union locals across the country with films of direct interest to them. Industrial circuits were also organized.

By 1943, when a government campaign was planned, whether it was to grow more wheat, buy more bonds, or help with the harvest, the channels of communication were established. Millions of Canadians could be reached quickly and effectively through films and these millions were in every walk of life in every part of the country.

The Board loaned the communities the equipment, trained them to operate it and provided them with the films. However, the people themselves had to transport the equipment and films, post the notices of the screenings, set up the equipment, hold the screening, and ship the films and equipment to the next town.

The community elected a committee to look after the showings. The committee often represented various organizations: the churches, the young people's associations, the school, the farm organization, the Canadian Legion, and others. This committee dealt with the committee in the next town, and so on.

An informal atmosphere was created in the meeting by the chairman. The film was shown and the chairman endeavoured to involve everyone in the discussion and permit the audience members to talk to one another rather than to him. Those least likely to express an opinion were involved, those likely to take over the discussion were gently side-tracked and were convinced of the value of everyone taking part. The result was a friendly informal meeting with people talking to one another about the subject, with all viewpoints being heard. Many people now came to the screening, not so much to see the film, but to take part in the discussion which followed.

It was particularly useful in groups which lacked homogeneity. The group of hog farmers watching "HOW TO GROW FAT HOGS" would burst into discussion spontaneously regardless of what method was followed. But a group of citizens in a small town or village, looking at a film on the ballet and one on the growth of Toronto, would have nothing to say to one another until the group discussion leader went into action. Then they would get into such subjects as the relation of ballet to music and the other arts, and into problems of town planning.

In 1955-56, 14,469,700 people saw the Board's films in Canada in community and school showings. The schools accounted for slightly over half the total. Over eleven million of these people saw the films which had been borrowed from libraries. By then almost twelve thousand organizations belonged to film councils and film libraries. For every National Film Board employee working on the distribution of films to community groups, there were at least 120 organizations, and at least 2,000 volunteers.

Challenge for Change

Challenge for Change is an experimental program established in 1967, by the National Film Board to apply audio-visual techniques to the task of facilitating communications in spheres where meaningful exchanges were traditionally at a minimum. This notably occurred in areas where poverty and social change were major issues. The objective was to improve underdeveloped and disadvantaged communities, to help a particular group or area to solve their problems, and to help societies undergoing social change to increase communication by the film.

In the Challenge for Change movement, the film or video tape has become a new communication technique and a social catalyst for community development. The films attempt to reflect the issues, attitudes, problems, and ideas that the people themselves feel are important. The films are not limited to negative or problematic aspects, but instead, seek to embrace all important issues and be a faithful reproduction of the community's diversity and complexity.

The film maker remains neutral as to the issues and invites the personalities in the film to do the final editing. Then the films are screened for other members in the community which in turn decide if the films are representative of the attitudes in the community and to whom outside the community they may be shown.

The screening sessions are very important for the reactions of the people are an integral aspect of the project for the communication to achieve its true intent of dialogue. It is through viewing each other and themselves that an awareness of problems emerges, that lack of organization is realized, that mistakes are recognized and that the community sees itself more objectively than ever before. Constructive discussions follow mass screenings, and from the discussion, action results.

Community representatives screen the film for different government agencies to communicate the problems, concerns, and hopes to officials in a position who may give the people the encouragement and advice they require to help themselves or receive the aid they have a right to expect.

This challenge for change process was developed jointly by the National Film Board and the Extension Service of Memorial University of Newfoundland,

working originally in Fogo Island and subsequently, other communities of Newfoundland. The technique has spread and is used in rural and urban communities and on cable television.

TEVEC

At about the same time as Challenge for Change was beginning, a project called TEVEC was initiated in a rural part of Quebec. This was an experimental project to integrate academic education with socio-economic education and to deliver the training by means of television to provide a uniform high level of instruction. In addition, local discussion groups and study clubs were organized to facilitate the consolidation and utilization of new learning.

The philosophy of the planners called for (1) the program to be accountable to the students themselves on the grounds that education must go beyond the schools and be placed in the public sector, (2) education to be relevant to the problems that concern the student rather than be concerned with grammar and other subjects for their sake alone, (3) the program to be "marketed" to the public in much the same way that commercial products are marketed, (4) subjects such as language and mathematics to be treated as communications which should suit the broadcast medium, (5) the delivery of education into the student's milieu to create reinforcers in the milieu to help him retain his new knowledge, (6) the incorporation of individualized learning, (7) the incorporation of group learning which would be an enriching experience itself, and provide the student with opportunities to consolidate his learning by teaching others, (8) an inspirational or motivational component (to convince the student that he does have control over his own life), that can be provided best by broadcast, and (9) the process of education to be the content of education.

Not all of the philosophy was tested in TEVEC. For instance, the Department of Education did not agree to integrating social-economic and academic education, for fear that proper educational standards would not be met. It was necessary, therefore, to have the two programs co-exist whereby the academic instruction was provided for 20% of the broadcast time, with the remaining time being devoted to the discussion of socio-economic issues.

In the second year of the project, however, some integration of academic and socio-economic topics was achieved.

The first sequence in a program presented a socio-economic situation with which the students could identify. The second sequence presented the academic knowledge which was required to better understand or deal with the problem at hand. The third sequence demonstrated in dramatic form the application of the knowledge to the problem.

One program, for instance, opened with a man and woman discussing their legal rights. The host then indicated the importance of understanding a lease, mortgage, time payment agreement, or other such contract before signing the document. He explained the terms of a contract and stated that we can seldom transact any business without having an implied contract.

Following this introduction, a lawyer and his client discussed a real estate transaction in which the client had drawn up her own contract and presented it to the lawyer to be examined. In analyzing the contract, the lawyer pointed out confusing and contradictory clauses that could work against the client's interests. This was the occasion for a tie-in lesson on grammar. A resource person came on camera and took certain lines of the contract and explained it to the viewing audience so that they could learn the makeup of a sentence and the relationship of the various parts of the sentence.

Following this exposition on grammar, the host returned and commented on the importance of contracts. This was followed by a series of "man in the street" interviews in which they were asked how they dealt with contracts. Many said they signed contracts without reading them, while others were much more careful. Following these interviews, a panel of TEVEC viewers who had been brought into the studio discussed their legal rights with a lawyer. Following this, a role-playing situation was presented in which the client tried to pay her lawyer for his services, but she and the lawyer reached an impasse in calculating his fee. This provided the opportunity for a lesson in mathematics, and a math instructor came on camera and taught the appropriate math skills. Each program was 1 1/2 hours in duration, and was presented three times a day in order to reach those workers who had to work on shifts.

For the socio-economic program, the topics were suggested by the students themselves. Among the topics discussed were women in the work force, transportation, generation gap, parochial mentality, municipal council, the role of the elected representative, election procedures, parliamentary procedures, roles of various government departments, and problem solving skills.

Television was mostly used to motivate and inform. It provided the background which was necessary to learning and becoming more aware of the social or economic issue.

The socio-economic situations permitted some integration of the academic with the rest of the program which in turn, permitted progressive and varied handling of topics within the series. The Friday program was a review of the materials of the week. It also provided an opportunity to provide correct answers to exercises and provide feedback.

Every Monday night a program called "Tele Club" was broadcast for a half hour. In this broadcast, a socio-economic topic was discussed for

the more than 100 groups which met for a study of the topic. Following the broadcast discussion, a questionnaire was completed by each group. This questionnaire was sent in and compiled so that the results could be published in the local newspapers. These programs were broadcast 48 weeks, over a period extending from mid-January to mid-June, 1968, and from mid-October, 1968 to mid-May, 1969.

The second part of the course was the correspondence aspect offered to the adult students. The academic upgrading material was received by each student along with explanations of the socio-economic themes, exercises, questionnaires, electrostatic pencils and self addressed return envelopes. The questionnaires were sent to the high school where they were to be corrected by computer. At the end of the period, the students were to receive a result of their grade.

Students wrote exams at the end of the courses. Those that passed the exams received a diploma certifying their level of competence. Those that wrote exams in socio-economic topics also received a certificate indicating the study of these topics.

Social animation was conducted to encourage and organize community participation and to provide leadership training so that this participation might take place in the tele-clubs, the resource centres, and in future activities. Resource Centres were open once a week to students who desired assistance from any teacher.

Each student who did not have more than five years of schooling could benefit by a regular visit from a home visitor. This home visitor provided encouragement rather than academic help.

The 35,000 adults who registered represented 23% of the adult population in the area.

In its short life of two program years, TEVEC was considered to have been quite successful in its televised academic approach, and a new program was planned called Multi-Media.

Multi-Media

In the planning of Multi-Media, it was decided to take a different approach in a continuing research of new ideas. Instead of using mass media as a means of education, it was decided to use it in community development based on an "educational animation" model. This model develops educational skills depending on the needs, capabilities and motivation of the potential participants.

Multi-Media is made up of work groups of people from the community who have common interests and who wish to work towards solving their own

problems. They start by determining their needs. Secondly, they work on identifying resource people who would volunteer their skills in helping the local population reach its goals.

Following identification of needs, the population or work groups undertake to solve their problems. In the solution of problems, they undertake to set out the training component which would best solve their problems. The content of the training component is left completely with the population. The multi-media itself does not attempt to influence the content of the training.

They use media as a tool. People read very little in the disadvantaged group, therefore, they use a simpler media such as the polaroid camera, porta pack, and cassette. Multi-Media was definitely against imposing an academic approach and for this reason did not provide any academic training unless specifically requested by the local people. The approach is one of helping the participants develop applied problem solving skills by working on projects which they identify as important. Motivation is increased and the participants learn to solve their own problems and gain confidence in being able to work in a worthwhile and practical context. The approach was mainly one of providing information which people wanted.

Multi-Media believes that the learning process makes sense if, and only if, it has a direct relation to the actual living conditions of those concerned. This principle has it that self-esteem cannot be instilled into an individual unless his actual skills are acknowledged for what they are. This attitude, it should be noted, reverses the trend set by the so-called "market society", wherein any individual wears the set of values imposed on him by his situation in the process of production. The Multi-Media approach is that the individual should not be judged (and self-evaluated) in terms of what he produces for society, but that everybody's value rests with his own self, part of which has developed diversely oriented skills for survival.

A group may prepare a sound-slide presentation on their community to be shown to other people in their community. This exercise forces the group to delve deeper into the meaning of their situation and tries to interpret it to the wider community. To help the participants prepare the sound-slide presentation they are given instruction on sound, story-boarding, projectors, recorders and communication.

The participants also choose songs and music which will convey meanings which they have in mind. When they start showing the story to the group, then they can see what they have actually accomplished at this time. The group often brings in new participants who see the objective of the group and become interested in its work.

Videotape is sometimes used at this stage to record the reactions of what other people think of the tape slide story. Some groups have used this

type of feedback in reworking the audio section of their sound track for their slide tape story. They often discover things in their montage which they themselves had not previously seen. The videotape is also used to document various stages of the development of the group.

Various work groups prepare half-hour cable television programs. The listening groups gather to listen to these half-hour programs. The cable station is then turned off for a half hour while the groups discuss the content of the program. The station resumes broadcasting again, this time for an open line show. The participants then phone in their comments based on the discussions in the listening groups.

Multi-Media has developed an informational program to sensitize people for Multi-Media. The series consists of 20 programs which are given weekly. The program is 30 minutes in length, and is entitled "In My Own Way", (a ma maniere a moi). The program prepares people to know better their community and its resources. The emphasis is mainly on the human resources of the community. These resources may be in the population, government, or other circles.

The Multi-Media people use a newspaper to provide the participants with news and information. The paper is known as the Gazette.

Multi-Media is a serious experiment in search of appropriate and effective means of human resource development. As a result of the projects of the experimental autonomous work groups, Multi-Media expects to be able to develop a 15-20 week series of broadcasts to enable adults to achieve a level of training related to their needs, way of life and capabilities. This series will take into account the needs and priorities of the Quebec society in general, and of the labour market in particular.

Conclusion

The Canadian philosophy of adult education as exemplified in the projects described above was designed to improve the socio-economic circumstances of disadvantaged peoples. The major components of the philosophy might be described as follows:

1. adult education must be practical and relevant to the needs of the people,

2. it must be interesting, participative and helpful in creating common goals and standards,

3. it must perceive the partnership between human resource development and socio-economic development,

4. it must involve itself actively with groups seeking change in their lot,

5. it must assist groups to define their situation, plan for action, mobilize resources and facilitate coordination among various groups.

The development and delivery of such a program are best built around local groups who prepare and use their own training program and particularly those who use visual rather than print media.

Since 1935, Canada has been using broadcast, film, and video tape in establishing training programs for people who have a desire to improve their socio-economic circumstances.

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CHAPTER III

TELEVISION AND THE EDUCATIONAL RELATIONSHIP

OR

THE AFFECTIVE RELATIONSHIP OF THE ADULT BASIC EDUCATION LEARNER IN AN EDUCATIONAL BROADCAST PROGRAM

Robert A. Carlson*

This chapter deals with the potential of the television program to enhance the affective relationship of the learner in adult basic education. That there is any such potential for television in education is a controversial issue among theoreticians of the field. Several highly respected professors of adult education, for example, have argued that television by its very nature is a one-way mass medium of entertainment or information dissemination destructive of human interaction. This paper will put their concerns into a perspective that calls upon writings of Martin Buber, Marshall McLuhan, and others, as well as upon the realities of educational television in North America and adult basic education in Canada today. The focus will be an exploration of whether the shrivelling of the live teacher into an electronic image available on TV screens throughout a province can be a step toward improved, humane, person-to-person relationships in adult basic education.

Briefly, the phrase person-to-person relationship means that form of human interaction that avoids treating the other person as an object to be manipulated. The concern for what are here termed person-to-person relationships has been popularized by the human potential movement, but much of this movement's intellectual heritage can be traced to philosopher Martin Buber's I and Thou. The centrality of the human relationship of which Buber writes can be viewed, and is increasingly being viewed in various quarters of the adult education profession, as the sine qua non of good adult education. But can the gadgetry of television further human relationships in adult basic education?

In dealing with this question, at least four areas need to be explored. One such area is the use of television to make available the most able

*Associate Professor of Continuing Education
University of Saskatchewan, Saskatoon

and sensitive teachers. These are the teachers who might most effectively relate to the clientele. At the same time, the milieu in which the educational relationship transpires no longer need be some make-shift and impersonal classroom at a distance from the client's home. This chapter will analyze the implications of this move to potentially friendlier territory. It will also look at television's removal of the need for a client to identify himself publicly as one who requires "upgrading," adult basic education, or literacy. The fourth area to be dealt with is closely related to this viewer "anonymity" factor. The analysis will explore whether the affective educational relationship among students and between students and teacher might be enhanced, paradoxically, by keeping them physically apart.

Perhaps the greatest weakness in Basic Training for Skill Development and in vocational training at the moment is the lack of available teachers possessing the ability to relate to adults. The policy of hiring ABE instructors on short-term contracts, while perhaps defensible in economic terms, is often destructive of the educational relationship. In large areas of ABE, the teacher has little job stability, so that often only those who cannot get jobs in the school system apply to teach adult basic education. Thus, in order to have any program in a given area, ABE supervisors often have to hire whoever has paper qualifications and is willing to teach in a particular community.

The results of this situation can be disastrous, as ABE administrators well know. The farmer's wife whose children are now grown may have been an excellent teacher of elementary school children eighteen years earlier. While such a person may prove to be an excellent teacher of adults, chances are that her experience and background may not have equipped her to teach economically disadvantaged but strong-willed adults. Instead of relating to the adult as an autonomous and mature person, she may try to relate to him in the person-to-person way she used to relate to children. In treating adults as children the affective relationship is one of condescension. Whereas children were young persons to be dealt with as such, adults may be viewed by such a teacher as objects to be filled with prescribed aspects of the elementary curriculum. Yet, this particular individual may be the only credentialed person available for the job. Selection of master television teachers with demonstrated ability to relate to adults could help overcome this current weakness in ABE, provided that the relatively few TV teachers could fit participation into their career plans and receive compensation appropriate to their responsibility.

Television can further improve relationships with learners by removing them from poorly lighted church basements and from borrowed schoolroom facilities, facilities which many of the clients associate with earlier "failures" in their lives. For some clients, of course, virtually any setting away from home might be more conducive to study. It depends on the home. It is likely, though, that televised study in one's own home may provide for many a milieu that allows a far better person-to-person relationship between client and teacher than any group setting even though TV reduces the teacher to an electronic image.

The anonymity provided the viewer of a television program may also provide for a better affective relationship for some learners than participation in a classroom. Among some Canadians, admission of illiteracy is like declaring oneself a sinner. While one may wish to learn to read and write, one may not be prepared to advertise to his neighbors that he is illiterate. If television can provide education in privacy for such people, it may meet the emotional needs of a number of potential participants.

In other ways, televised adult basic education may improve the person-to-person relationship among clients and between client and teacher by keeping them physically apart. The wide diversity of backgrounds and motivations of students in present programs and their educational relationships are a fascinating phenomenon. Some clients are deeply interested in learning the skills that are described as helping them to break out of the cycle of poverty. Some look forward to applying their skills for the benefit of their home communities, and others sense their training will provide them with a mobility they desire. Some may not seem to know exactly why they are in class. Still others are using their government-supplied training allowances as an inadequate alternative to a Guaranteed Annual Income and have little interest in learning the skills offered.

The person-to-person relationship can be damaged by the heterogeneity of such groups. Those wishing to learn may be held back by those lacking such an interest. Those lacking in interest may find the teacher treating them as objects who are supposed to learn rather than as ingenious and resourceful human beings forced by circumstances to pose as "learners."

This example also reflects the crucial differences in values that sometimes alienate even the best of teachers from poor people. The likelihood is remote that a clientele of poor people and a middle class teacher will possess a similarity of experiences and expectations. Even teachers who are upwardly mobile from the background of such a clientele group will not necessarily empathize with the values of that group. The opposite is more likely to be true. There is also the seemingly inevitable alienation between poor people and the teacher who is "dedicated to helping" them. Sensitive, independent people quite properly resent those who have not experienced their lives or who have "risen" from such backgrounds and wish to "help them to rise." The use of the best ABE teachers, in combination with a television delivery system, may beneficially reduce the emotionality of social and economic class differences that can so easily come to the fore in a direct interaction situation.

Sometimes, too, enrollees in ABE classes come from cultural backgrounds that tend to make them resistant to setting their lives according to the clock and the machine that dominate mainstream Canadian society. The norms of this society, the one responsible for funding these educational programs, are the norms that dominate the programs. They tend to be mirrored both in the legislation supporting ABE and in the counselling and documentation process for entry into the programs. The teachers tend to believe in these values and model them, at least to some extent, in the classroom.

Here, again, television could mitigate emotional problems arising in such classroom situations by doing away with the physical presence of the teachers and the groups. Even though TV is a machine that itself tends to be ruled by the clock, its wise use could prove liberating both to clients and to teachers. Teachers could simply be themselves on TV, gear their teaching only to those interested in learning, and expect to have their image laughed at or turned off at home by those uninterested in learning or offended by the approach taken. Clients could pick and choose what they wished to learn without feeling pressed by any norms that the teacher's own values might establish in a group. And every client would have the inalienable right to switch off the TV set with impunity. While TV might improve the affective relationship by this redistribution of power and thereby reduce the number of drop-outs, it might also ease the pain of both teacher and client in the case of drop-out.

The argument here, then, is that use of the TV medium, friendly and familiar to clients and a part of their own homes, may enhance the affective educational relationship in ABE and may bring teacher and client closer together by keeping them physically apart. The teacher becomes a visitor in the home. He or she is no longer forced to serve as the program funder's "policeman," checking attendance, encouraging punctuality, and furthering other such values he or she tends to share with the mainstream society. The teacher becomes a resource to the client to be dealt with as a book or a film.

It may be difficult to accept a position that argues for the removal of the physical presence of the teacher in order to enhance a person-to-person relationship in ABE. Yet, Walter Kaufmann, a prominent interpreter of Martin Buber, suggests that a book is capable of providing a person-to-person relationship.[1] A reader, Kaufmann writes, has to seek to understand the human being behind the book. Kaufmann further qualifies his position by stating that this relationship is possible only through the very best of books. Whether he would accept televised ABE, even by the best of teachers, as enabling a better person-to-person relationship than immediate human contact is unimportant. The point is that even Kaufmann recognizes that a person-to-person relationship of the highest order may be facilitated by the use of an intervening medium.

Such theoreticians as Coolie Verner of the University of British Columbia and Malcolm Knowles of Boston University, however, have rejected television, terming it a one-way mass medium of entertainment or information dissemination unsuited to the field of adult

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[1]Walter Kaufmann, "I and You: A Prologue," to Martin Buber, I and Thou, (New York: Charles Scribner's Sons, 1970), pp. 38 and 39.

education.[2] They have argued that TV permits little or no two-way interaction between client and educator and that it is virtually impossible to evaluate behaviour change when using the TV medium for education. On the surface, it would appear that their major concern is for the person-to-person relationship, one which they believe is impossible without live and direct interaction.

Without such interaction, according to Verner and Knowles, television promotes passivity, uniformity, and authoritarianism. Before they would consider any broadcast TV for entry into the category of adult education, they would require incorporation of telephone call-ins and special devices for connecting home sets and viewers with the transmitting station. They believe that television tends to be a mass medium that cannot involve the learner and his experience in the learning process and cannot allow him to interact with teachers and other learners.

Marshall McLuhan, on the other hand, regards TV as an intimate medium that by its very nature involves the viewer.[3] McLuhan sees no need for technical gimmicks providing viewer "feedback" and proofs of behaviour change so necessary to Verner and Knowles. The absence of pedagogical gimmicks, indeed, may be a crucial factor in the ability of TV to establish an intimate, person-to-person relationship of which few classrooms are capable.

Looking at the theories of Verner and Knowles more closely, one senses that they are less concerned with a person-to-person relationship than with quantifiable proof of behaviour change. They seem less interested in the existential fear of the mass production of automatons by TV than in the pragmatic desire for individual internalization of the societal goals generally fostered by professional adult educators. Direct interaction, the development of group norms, and the evaluation of behaviours are crucial to their philosophy. Yet, it has been shown that these very elements may contribute to problems in ABE classes with regard to the affective relationship of the learner. They tend to be antithetical to the person-to-person relationship, manipulating people as objects for learning.

Televised adult basic education, then, has potential for reaching an anonymous group of clients and for preserving their integrity. Clients can watch or not watch, whichever suits their convenience. They can skip a program here and watch it at a time when it is repeated. They can drop out in a given year for whatever reason compels them to do so. They need not justify their decision nor do they have reason to feel guilty. In

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[2] Coolie Verner, "Definition of Terms," in Gale Jensen, et.al., ed., Adult Education, (Washington, D.C.: Adult Educational Association of the U.S.A., 1964), p. 32, and Malcolm S. Knowles, "Adult Education," in Peter H. Rossi and Bruce J. Biddle, eds., The New Media and Education, (Garden City, New York: Doubleday and Co., Inc., Anchor Books, 1967), pp. 329-352.

[3] Marshall McLuhan, "Television: The Timid Giant," chapter 31 in Understanding Media: The Extensions of Man, (New York: Signet Books, 1964), pp. 268-294.

the past, they have "dropped out" of watching Marcus Welby or some other entertainment program for their own reasons and felt no guilt.

Perhaps most important of all, televised adult basic education can enable clients to avoid the legal and administrative red tape often facing those officially enrolled in ABE classes. Eligibility rules go out the window. The client watches the programs he wants to watch. Limits on the amount of training time per course per individual have no meaning when clients can tune in whenever and as long as they wish. Television ends the frustrations faced by those wishing training but who have to wait until classroom spaces are available. Television can put much of the responsibility for choices of what to learn, whether to learn, and at what pace to learn where it belongs--on the client.

Some questions must be asked, however, questions that bear on the feasibility of ever developing a true person-to-person relationship in adult basic education. Can ABE clients be trusted with the responsibility for their own learning? Can it even be imagined that clients might participate without the inducements of training allowances and expectations of eventual certification?

It is truly questionable, given present demands upon the profession for accountability, efficiency, and evaluation of behavioural change, whether funding agencies would approve televised adult basic education that respected client anonymity and offered little quantified evidence of behaviour change in specific individuals. If one adopts a positive outlook, however, it could be argued that funding agencies may eventually recognize the negative impact of their demands upon the affective relationship of the learner. Ultimately, therefore, it might be possible to utilize TV without the often destructive side effects associated with the classroom and its evaluation procedures. Even if this recognition is slow in coming, a case can be made in support of the immediate televising of ABE.

It certainly could be argued effectively that television could now be used in a systems approach to providing existing ABE programs. It would simply be an additional means of delivering courses. All the weaknesses in the affective relationship of the learner in the present approach would continue. There would be a combination of classroom courses and TV, an enrolment procedure, training allowances, direct interaction, and evaluation of behaviour change.

But if the planners took the affective relationship of the learner into account, they would establish the TV innovation as an independent unit capable of utilization not only by clients enrolled in a systems approach to learning, but by anonymous viewers who could learn the necessary materials directly from the TV programs. The "official" clientele might be merely the tip of the iceberg. As has been the case with many televised credit courses, for example, the vast majority of viewers of televised ABE courses are likely to be unknown to the programmer. These are the people who can use the TV medium quietly and autonomously for their own purposes, entering into a person-to-person experience with the TV image

and avoiding what to some may be crucially negative emotional factors in the present classroom approach.

If such a viewer learns enough to feel confident of his new skills and desires some form of certification, it would be wise to provide the opportunity. Such a learner might be prepared to prove his capabilities by engaging in a practical demonstration of the skill learned or by some other means. It might even be possible to build in some provision for a retroactive training allowance for such a person.

If non-enrollees turn out to be major users of televised adult basic education, it may well be the result of the person-to-person relationship established through the TV medium. Predictably, however, pressures would build to identify these anonymous people, to counsel them more closely, and to extend efforts to evaluate behaviour change beyond the group enrolled. As suggested by this analysis, such pressures should be vigorously resisted.

The recommendations of those who evaluated the RFD program series in adult basic education in Wisconsin will serve to exemplify the point. This TV series took a life skills approach that dealt with such topics as living within family means, how to provide for retirement, understanding insurance, looking for a job, smart food buying, household hints, coping with government agencies, and suggestions on health care. It sought to motivate viewers through these practical concerns to improve their reading and writing skills as a way of dealing with these concerns. It used a news magazine format with short segments only, ranging from a few seconds to three or four minutes per item. The programmers avoided making the programs sequential. They avoided a lecture approach. And they eschewed such titles as "Improving Reading" or "Using Mathematics More Effectively." While by no means the perfect approach to adult basic education, the RFD series moved in the direction of establishing person-to-person relationships through the television medium. It drew requests for free home study materials from nearly 2000 people. Audience estimates ran as high as 15,000 viewers, a relatively large audience for an educational program. Since the U.S. federal government supported this three-year program at a total cost of some $740,000, accountability required some measure of its success. A Colorado State University evaluation team provided a type of descriptive cost-benefit analysis of the program. Among its recommendations were calls for future programs to consider encouragement of viewer enrolment. It also suggested the development of more sophisticated, unobtrusive testing instruments that might gather information, for example, regarding the amount of acquisition of skills and knowledge by viewers vis-a-vis the amount of information delivered. Like Verner and Knowles, these evaluators seemed to want quantifiable evidence of behaviour change.

The introduction of such evaluation measures, however, could well require a destructive revamping of the program. It would likely be necessary to do away with viewer anonymity for the sake of the evaluation technique. The assumption of adult autonomy which ought to permeate the TV approach would certainly be undermined. Such evaluation could lead adult educators to view the TV audience as objects to be manipulated to display specific behaviour changes rather than as independent human beings with a freedom of choice that should be nurtured. The introduction of

such evaluation into the total TV approach could well cancel out TV's inherent capability for enhancing in ABE the humane, person-to-person relationship of which Martin Buber writes.

While there is considerable potential for television in ABE, especially in the affective area, it's important to consider some caveats and to avoid getting carried away with the possibilities. If ABE seeks to convert people to the norm, rather than to enhance individual choice, for example, then TV will also be fine-tuned to this purpose and lose its potential for enhancing the person-to-person relationship.

Although it has been shown that a major strength of TV in ABE is its blindness, teachers using the medium have to take that situation into account in their teaching. They need to draw upon their experience to anticipate questions or concerns from their audience. They function in a TV studio rather than in a classroom of students from whom they can elicit questions or get visual cues as to whether communication is transpiring. Unless the teachers are aware of the situation and deal with it intelligently, they are destined for disaster both in the cognitive and the affective areas.

The blindness or anonymity factor favours the client, but it also opens the teacher to public inspection and public criticism. On first blush, administrators may like this situation. The possibility that controversy-shy funders may be watching, however, might deter the best teachers from total candor with their clients. And it may be total candor, including honest appraisals of the society and the very program in which they're all involved, that is what makes the best teachers "best".

Recognition by teachers of their public visibility on TV, thus of their vulnerability, may result in an unfortunate "sticking to the facts." Unless administrators support openness and questioning by the teachers, television might encourage a trend toward straight skill training--cold, icy, and lacking in the warmth of subjectivity and honesty.

It must be borne in mind, too, that problems may result from the fact that most Canadians, including ABE clients, have tended to look upon television as an entertainment medium. Even if they accept the idea of adult basic education by TV, competition with entertainment programs may prove difficult indeed. In multiple channel communities, timing of the programs will be extremely important. If existing stations are to be used for the programming, even in single channel communities, it may prove difficult to arrange for broadcast times attractive to those interested in watching. The possible expansion of cable TV, of course, may be a boon in this regard to televised adult basic education. But no matter how much the use of TV may enhance the affective relationship of the learner, poor timing of programming will abort the entire enterprise.

Another significant caution which should be considered is whether ABE is important in itself or whether it is simply an interim device for granting a Guaranteed Annual Income. It may well be that Canadian society

requires a Guaranteed Annual Income but is unable psychologically to accept the concept unless in the guise of "education." If so, TV's strength of affording the viewer anonymity is negated by the need for his identification in the processing for receipt of training allowances.

There is still another way of viewing adult basic education for which no medium, not even television, can provide a humane, person-to-person relationship. This is the analysis of ABE as the manipulation of poor people in the interests of the dominant or oppressor middle class society. Such an argument depends upon Third World theories, promulgated by Frantz Fanon, Albert Memmi, and Paulo Freire. Such an analysis may or may not apply validly to Canadian ABE.

While the Canadian approach to ABE seems grounded in liberal economic theory, planners here have seen just south of the border what havoc a disaffected minority of poor people can wreak upon society. They may well share the narrow-minded and condescending view of social scientists like Henry Scharles. He dismissed "the recent urban civil disturbances involving losses totalling billions in damages and revenues" due to the ignorance of poor people. It was the "lack of social awareness, political naivete, and societal responsibility," economist Scharles reported, that "renders the illiterate unsophisticated and vulnerable to succumbing to influences detrimental to his and society's best interests." He defended the use of public money to provide such "sophistication" to poor people.[4]

If that sort of philosophy of control subtly undergirds Canadian ABE, no mere technological method like TV can achieve a person-to-person relationship. The danger of the control philosophy is higher in ABE than in other forms of Canadian adult education. In ABE there is a third party involved, middle class Canadians, who may well act as though they are paying adult educators to do something to the poor. Such a situation may indeed lend itself to the analysis of Fanon, Memmi, and Freire. Even if poor people have internalized the dominant middle class values and asked for "upgrading," a philosophy of control turns the poor into objects for adult educators to manipulate in the interests of their real clients, the middle class.

Now, in questioning the use of TV for enhancing the affective domain, it can also be maintained that the best adult basic educators may do their most important work outside of class, in the beer parlor or some other social setting. They may help to "conscienticize" people to the reality of their situations, after the fashion of Paulo Freire, or they may help poor people to internalize further the myths of the dominant social class in the society. It can therefore be held that whatever the goals of the

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[4]Henry Scharles, "Overview of Illiteracy Economics," in William Griffith and Ann Hayes, Adult Basic Education: The State of the Art, (Chicago: Department of Education, University of Chicago, March, 1970), pp. 135-139.

adult educator, this informal social aspect so crucial to the person-to-person relationship in most areas of adult education, is equally essential in adult basic education. If this is true, then TV can play only a small, supplementary role in ABE.

Underlying this chapter, however, has been the notion that direct interaction in ABE may possess at least as many disadvantages as advantages. There is no reason why informal interaction would be any less questionable than formal interaction. To reach the informal stage, clients would have had to run the processing, counselling, and classroom gauntlet of the formal stage. They would have had to identify themselves. They would have had to take their chances on whether they got an insensitive teacher who might treat them as objects. They would likely have had to participate in an impersonal formal classroom or church basement setting. If they were fortunate, they might achieve the informal stage of the beer parlor. But what is it that would happen there? Would it simply be the Verner-Knowles process of helping them internalize right thinking, i.e., thinking in tune with existing middle class norms? Even if that is precisely what the beer parlor group wants, one may wish to question whether the total process has not degenerated, at least for some, into a degrading and manipulative encounter between cultural interests.

Television, by reducing or removing direct interaction and thereby furthering client autonomy, may improve the level of the adult basic education enterprise. It has been shown that direct interaction can function as a controlling force out of synchronization with the interests of at least some of the ABE clientele. While many of these clients may find their way through or around this situation, it is clear, at the very least, that direct interaction in adult basic education is no certain preserver of the quality of dialogue advocated by Martin Buber in I and Thou. This analysis has argued that, in a number of ways and given a number of caveats, television has potential for strengthening the affective relationship of the learner, for enhancing in adult basic education the humane, person-to-person relationship urged by Buber. Achievement of this potential may, at least to some extent, improve the efficiency of the ABE program by increasing audiences and reducing the number of drop-outs. But what the sensitive use of television offers adult basic education is not so much increased efficiency as an opportunity to raise the ethical level of the field.

CHAPTER IV

ETV FOR BASIC EDUCATION AND LIFE SKILLS: SEARCHING FOR AN INTERFACE

John A. Niemi*
and
Darrell V. Anderson**

Since a large proportion of adult activities take place outside of the classroom, Miller suggests that the adult educator has a responsibility to exploit to the fullest extent the potentialities of television. (26) In carrying out this task, it is important that he find the point of "interface" (common boundary) between the perceived needs of the adult learner and the objectives of the program planner. This literature review will focus on the extent to which this interface has been achieved in the planning operation, and evaluation of television programs for culturally different groups and the educationally disadvantaged. It is hoped that this literature review will assist educators and media experts to collaborate more effectively in planning programs with realistic goals that are relevant to the needs of the learner. Too frequently, these elements have been lacking. Power succinctly described this problem: "When you have two agencies cooperating - educational institutions and the mass media - in a common endeavor, the project itself is not always of sufficient concern to either party for them to be able to sustain the idea for very long. Each has fear of the other party determining its objectives" (34).

The beginning point will be the early literacy programs offered through ETV for "culturally different" poverty groups and it will end with the GED and career programs for these groups and the educationally disadvantaged.

Here an important point must be made. Whereas television has in general proved to be an effective device for instruction (33) (37) (44), the value of the medium in reaching the poor cannot be so readily established.

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*Associate Professor of Adult Education
University of British Columbia

**On-Campus Coordinator, Professional Development Program,
Simon Fraser University

A major reason is that poverty groups ascribe only limited value to education and show only limited aspirations for it. In fact, these groups are inclined to reject the institutional structure of middle-class society in favor of intimate primary groups, which often have close kinship ties (2).

Ideally, all television programs for culturally different poverty groups and the educationally disadvantaged should include an evaluation design. Cleary explains this in discussing the University of Wisconsin's Rural Family Development (RFD) Program:

> "A research project is a waste of time without evaluation: a project might consider itself completed, yet, without evaluation, there is nothing to say what is good about the project or what parts are bad and could be improved. Without evaluation, a project gives no guidelines to others following in their path and others will not be able to make quick, accurate improvements. Evaluation is necessary for programs" (7).

The uneven quality of evaluation demonstrated in many studies has prompted Niemi to write:

> "... it seems painfully clear that many adult educators are failing to exploit to the fullest the potentialities of ETV as a multi-sensory medium with a unique capacity to involve the viewer. Too often, they are looking in McLuhan's rearview mirror, when they assume that the kind of presentation which is appropriate for the classroom or the lecture hall is equally appropriate for the television screen" (30).

Thirty studies are reported in this review in the form of three summaries:

Table I - Program Identification
Table II - Administration of Programs
Table III - Characteristics of Programs.

TABLE I - PROGRAM IDENTIFICATION

PROGRAM	TYPE OF PROGRAM	LOCATION	STATION	YEAR
1. Streamlined English I	Literacy	Memphis, Tenn. (WKNO-TV)	Commercial	1956
2. Streamlined English II	Literacy	Memphis, Tenn. (WKNO-TV)	Commercial	1958-9
3. Streamlined English	Literacy	Florence, Alabama (State of Alabama ETV Network)	Educational	1960
4. Learning to Read	Literacy	Baltimore, Md. (WBAL-TV)	Commercial	1960
5. PS #4	Literacy	St. Louis, Mo. (KMOX-TV) (KETC-TV)	Commercial Educational	1960
6. Learn for Living	Literacy and English as a second language	Yakima, Wash. (WNDO-TV)	Commercial	1961
7. Let's Speak English	English as a second language	Toronto, Ont. (CBCT)	Gov't Network	1961-2
8. Operation Alphabet	Literacy	Philadelphia, Pa. (WFIL-TV)	Commercial	1961

TABLE I - PROGRAM IDENTIFICATION (con't.)

	PROGRAM	TYPE OF PROGRAM	LOCATION	STATION	YEAR
9.	Operation Alphabet	Literacy	New York, N.Y. (WPIX-TV) (WNDT) (WNYC)	 Commercial Educational Educational	 1963 1963 1963
10.	Operation Alphabet	Literacy	Shreveport, Louisiana (KSLA-TV)	 Commercial	 1963
11.	Operation Alphabet	Literacy	State of Florida	Commercial & Educational	1963 1963
12.	Elementary English and Arithmetic	Literacy in English as a second language	Zambia	Closed circuit TV	1963-5
13.	VTR St. Jacques	Community Development	Montreal, Quebec	Closed circuit TV	1965
14.	TEVEC	Personal and Social Development	Quebec (Saguenay-Lac St. Jean Region)	Commercial	1966-9
15.	Operation Gap-Stop	Personal and Social Development	Denver, Colo. (KRMA)	 Educational	 1967

TABLE I - PROGRAM IDENTIFICATION (con't.)

PROGRAM	TYPE OF PROGRAM	LOCATION	STATION	YEAR
16. Cancion de la Raza ("Song of the People")	Personal and Social Development of Mexican-Americans	Los Angeles, Calif. (KCET)	Educational (UHF)	1968
17. "Read your way up" series	G.E.D.	New York (WNBC-TV)	Educational	1968
18. TV High School	G.E.D.	Seattle, Wash. (KCTS-TV)	Educational	1968
19. Community TV High School	G.E.D.	Spokane, Wash. (KSPS-TV)	Educational	1969
20. Video Oral English	Literacy and English as a second language	Tucson, Ariz. (KUAT-TV)	Educational	1969
		Lubbock, Texas (KTXT-TV)	Educational	
		San Diego, Calif. (KEBS-TV)	Educational	
		Santa Barbara, Calif. (KEYT-TV)	Educational	
		Temp. Ariz. (KAET-TV)	Educational	
		El Paso, Texas (KELP-TV)	Educational	
21. VTR in Drumheller	Community Development	Drumheller, Alta. (East Coulee & Rosedale)	Closed circuit TV	1969

TABLE I - PROGRAM IDENTIFICATION (con't.)

PROGRAM	TYPE OF PROGRAM	LOCATION	STATION	YEAR
22. Moose Jaw Project	Community Development	Moose Jaw, Sask.	Closed circuit TV	1970-72
23. Rural Family Development (RFD)	Personal and Social Development of rural families	Madison, Wisc. (WHA-TV)	Educational (UHF)	1969-72
24. Castle Zaremba	English as a second language	Toronto, Ont. (Channel 19)	Educational	1970
		Hamilton, Ont. (Channel 11)	Educational	1971
25. Project Multi-Media	Perscnal and Social Development	Province of Quebec	Gov't Network and Commercial	1970
26. Your Future is Now	G.E.D.	Mississippi Educational Television Network	Educational	1973
27. Your Future is Now	G.E.D.	Palm Beach County Florida (WP-TV)	Commercial	1972-3
28. Project 360°	Career Education	Wisconsin (WHA-TV)	Educational	1973

TABLE I - PROGRAM IDENTIFICATION (con't.)

	PROGRAM	TYPE OF PROGRAM	LOCATION	STATION	YEAR
29.	American Pie Forum	Career Education	Wisconsin (WHA-TV)	Educational	(To be (broad-
30.	Kentucky GED Project Update	G.E.D.	Kentucky Educational Television	Educational	(cast (1974

The thirty programs appearing in Table I fall into six categories: Literacy - eleven; English as a Second Language - three, Community development - three; personal and social development - five; General Educational Development (GED) - six; and Career Education - two. Table I illustrates a significant trend away from Literacy Programs during the years 1956 to 1974 toward more comprehensive programs on Personal and Social Development and the GED along with the recently developed programs in career education.

TABLE II - ADMINISTRATION OF PROGRAMS

	PROGRAM	PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	NUMBER & LENGTHS OF PROGRAMS
1.	Streamlined English I	Developed by personnel at WKNO-TV in consultation with Frank Laubach.	TV station and community agency centers.	M-W-F	8 p.m.	42 half-hour programs
2.	Streamlined English II	As above.	TV station and community agency centers.	M-W-F	8 p.m.	96 half-hour programs
3.	Streamlined English	Florence State College.	TV station, personal contact, radio, newspapers, church announcements, and community groups.	M-W-F	8:30 p.m.	96 half-hour programs
4.	Learning to Read	Reading specialists and supervisors of adult education.	TV station and supervisors of adult education.	Sat. & Sun. initially	8 a.m.	100 half-hour programs
5.	PS #4	Curriculum specialists and TV station personnel.	TV station & St. Louis Board of Education.	-	6:30 a.m.& 7:30 p.m.	18 months
6.	Learn for Living	TV teacher.	TV station and community organizations.	M thru F	6:30 a.m.	20 half-hour programs

TABLE II - ADMINISTRATION OF PROGRAMS (con't.)

	PROGRAM	PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	NUMBER & LENGTHS OF PROGRAMS
7.	Let's Speak English	CBC and Metropolitan Educational TV Association.	TV station, press including foreign language newspapers and brochures.	Sat.& Sun.	12-12:30 p.m. 11:30-12 p.m.	78 half-hour programs
8.	Operation Alphabet	School District of Philadelphia and Community organizations.	Advertising agency using posters, leaflets, flyers; also newspapers, radio, TV.	M thru F	6:30 a.m.	100 half-hour programs
9.	Operation Alphabet	Advisory Committee, consisting of union members and personnel from other community groups.	Advisory committee using flyers & posters distributed through community organizations; also, press.	M thru F	8:30 a.m. 6:00 p.m. 8:30 p.m.	100 half-hour programs
10.	Operation Alphabet	Louisiana State Dept. of Education & Caddo Parish School Board.	School Board.	M thru F	7 a.m.	100 half-hour programs
11.	Operation Alphabet	Directors of adult education, state and local.	State-wide, using personnel from various organizations and TV stations.	M thru F	-	100 half-hour programs

TABLE II - ADMINISTRATION OF PROGRAMS (con't.)

PROGRAM	PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	NUMBER & LENGTHS OF PROGRAMS
12. Elementary English and Arithmetic	University College of Rhodesia & Nyasaland.	Native employees of Rhokana Corp. who participated in study.	-	-	-
13. V.T.R. St. Jacques	St. Jacques Citizens Committee & National Film Board of Canada.	St. Jacques Citizens Committee.	-	-	-
14. TEVEC	The Director of TEVEC and four work groups: production of programmes, pedagogics, social activation and research.	Major Publicity Campaign in Media.	M-F	-	-
15. Operation Gap-Stop	School of Communication Arts, University of Denver.	University & TV station.	M thru F	12 p.m. & 6 p.m.	8 half-hour programs
16. Cancion de la Raza ("Song of the People")	KCET and community, through Ford Foundation grant.	Announcements - Spanish language media, various agencies, person to person, & sample episodes on video tape.	M thru F	3 p.m. & 7:30 p.m.	13 week series - 65 half-hour episodes

TABLE II - ADMINISTRATION OF PROGRAMS (con't.)

PROGRAM	PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	NUMBER & LENGTHS OF PROGRAMS
17. Read Your Way Up	Manpower Education Institute of New York City, the New York Telephone Company, and Boston ETV Station WGBH-TV.	-	-	-	30 half-hour programs
18. TV High School	Seattle Community College, Institute for Community Services, Washington State Labor Council, State Superintendent of Education and KCTS-TV.	Extensive media coverage including television, radio, 50,000 brochures, 2,000 posters, news stories, news conferences, feature articles and letters.	M & W M & W T & Th	10-10:30 a.m. 6:30-7 p.m. 11:45 a.m.-12:15 p.m.	60 half-hour lessons
19. Community TV High School	Developed by Spokane Falls Community College, KSPS-TV Educational Television and School District #81.	Mass media publicity by spot advertising.	M-T-W	-	39 half-hour programs

TABLE II - ADMINISTRATION OF PROGRAMS (con't.)

	PROGRAM	PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	NUMBER & LENGTHS OF PROGRAMS
20.	Video Oral English	Southwestern Cooperative Educational Laboratory and University of Arizona. Pre-assessment and revision of tapes by linguistics, television experts, psychologists, sociologists and teachers.	Promoted over a multi-state region by field-testing teams.	M-F	-	15 half-hour programs (5 field-tested)
21.	VTR in Drumheller, Alberta	National Film Board and Continuing Education Division, University of Calgary.	Resident Community Development Worker	-	-	-
22.	Moose Jaw Project	National Film Board and the Extension Division of the University of Saskatchewan.	Resident Community Development Worker	-	-	-
23.	Rural Family Development (RFD)	University of Wisconsin RFD staff.	Extensive multi-media advertising in four counties.	M W Th. Sun.	8:30 a.m. 7 p.m. 3:30 p.m. 4:30 p.m.	20 half-hour programs

TABLE II - ADMINISTRATION OF PROGRAMS (con't.)

	PROGRAM	PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	NUMBER & LENGTHS OF PROGRAMS
24.	Castle Zaremba	Media professionals and linguist.	The Ont. Ed. Comm. Authority	T-Th. W-F	10 a.m. 7:30 p.m.	16 half-hour programs
25.	Project Multi-Media	Participants, group leaders, and specialist experts.	Animators working through the press, radio, television and other audio-visual productions.	-	-	-
26.	Your Future is Now	Mississippi Authority for Educational Television and Mississippi State Department of Education.	-	M-F Sat.& Sun.	7 p.m. 5:30 p.m.	60 half-hour programs
27.	Your Future is Now	Department of Adult & Community Education, Palm Beach County, Florida.	Television, radio and newspaper.	M thru F	6:30 a.m.	60 half-hour programs

TABLE II - ADMINISTRATION OF PROGRAMS (con't.)

	PROGRAM	PLANNING	PROMOTION	SCHEDULE DAY(S)	SCHEDULE TIME(S)	NUMBER & LENGTHS OF PROGRAMS
28.	Project 360°	Staff of WHA-TV, Extension Department, University of Wisconsin and consortium of agencies from 13 states.	Posters, Radio and TV spots, Newspaper ads & press releases. Over public address systems in 200 super markets.	-	-	26 half-hour television programs. 26-3 1/2 minute radio programs
29.	American Pie Forum	Staff of WHA-TV Extension Division, University of Wisconsin Board of Vocational Technical and Adult Education, Employment Security Division of the Wisconsin Department of Industry, Labour and Human Relations.	Radio (thirteen 30 second spots).	-	-	13 half-hour television programs
30.	Kentucky GED Project Update	Staff Kentucky Educational Television and National Task Force of Adult Educators, Broadcasters and content specialists.	Community and business leaders, radio and TV coverage, press releases, advertising and direct mail.	-	-	40 half-hour programs

To adult educators and media specialists, the administrative decisions reflected in the planning, promotion, and scheduling of programs, as shown in Table II, are of paramount importance. The planning was of three types; organizational, originating with television stations, universities, community colleges, school boards, private corporations, or national, provincial, state or county bodies; individual, originating with television teachers, directors of adult education and curriculum specialists; and community, originating with citizen's committees or volunteer advisory boards.

Apparently, the most extensive promotion occurred in Programs 3, 8, 9, 11, 14, 16, 18, 23, 25, 28 and 30.

Program 3 (Streamlined English, Florence, Ala.) used television, personal contact, radio, newspapers, church announcements, and community groups. Program 8 (Operation Alphabet, Philadelphia, Pa.) had newspaper, radio and television coverage and, in addition, hired an advertising agency to distribute posters, leaflets, and flyers. For Program 9 (Operation Alphabet, New York), an advisory committee directed similar distribution.

In Program 11 (Operation Alphabet, Florida), a statewide plan was used utilizing personnel from various organizations and TV stations.

Program 13 (VTR St. Jacques, Montreal) was promoted through a special Citizens Committee, Program 14 (TEVEC) through a major publicity campaign in the media, and Program 16 (Cancion de la Raza, Los Angeles) enlisted Spanish language media, various agencies, person to person contact, and sample episodes on video-tape. Extensive multi-media coverage was given programs 18 (TV High School), 23 (RFD), 27 (Your Future Is Now), and 28 (Project 360°). An innovational promotion approach claimed for the latter project included announcements about 360° over the public address systems in 210 supermarkets in Buffalo. For Program 25, a multi-media coverage was made possible by animators working through the media. And the proposed Program 30 (Kentucky GED Project Update) will be making use of community and business leaders along with mass media and direct mail.

Concerning program times, several were offered very early in the morning or at 12:00 noon. Although such times would discourage many viewers, the early morning hours (8 a.m.) were preferred in one study (22). As for length, the new programs of the 1970's are generally designed into a shorter series which is in keeping with other adult participation preferences for short duration learning experiences.

Literacy Programs

On the basis of previous experience, early television programs prepared for adults in the poverty groups emphasized basic skills in

TABLE III - CHARACTERISTICS OF PROGRAMS

CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
1. Streamlined English I. Based on Laubach's Streamlined English I Series.	Telecast to students at home & in community agency centers.	Volunteer teacher assistants at community centers.	Produced locally for students & volunteer teacher assistants.	-
2. Streamlined English II. Vowel sounds and phonics approach developed by Laubach.	Commonplace adult situations "acted out" on telecast. Drill provided for viewers.	-	Workbooks for students.	Metropolitan Achievement Test (MAT) - 61 showed average reading achievement 2.6 grades.
3. Streamlined English. Kinescopes of content under 2, above.	Telecast to students at centers like schools & churches.	Volunteer teachers at centers.	Workbooks & locally developed materials for students.	MAT-254 showed average reading achievement 2.5 grades in work knowledge & word discrimination.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
4.	Learning to Read. Short story, with emphasis on word recognition, vocabulary development, reading comprehension.	Telecast to home audience by TV teacher-personality.	-	Mimeographed supplemental reading & practice sheets for students.	Based on practice sheets but no results publicized.
5.	PS #4. Association of 40-odd basic speech sounds with letters, using large drawings & nonsense lines. Informal discussion by teacher of timely topics.	Telecast to home audience by "host teacher" and others.	-	Supplementary self-help charts & practice sheets.	-

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
6.	Learn for Living. Word recognition skills, by presentation of new words & a short story; also manuscript writing.	TV teacher used everyday situations familiar to students, talked informally with them, & sometimes included 3 or 4 of them as a "class".	Volunteer teachers trained to meet with viewing groups.	Supplemental materials available for practice, review, & self-help.	-
7.	Let's Speak English. Basic, everyday sentences, with emphasis on the sound qualities, rhythms, & pitch variations of English Sentences were translated into many languages.	TV teacher used conversational approach, dramatization, & pictures, & encouraged mimicry by viewers.	-	3 Workbooks	Interviews with random sample of 1026 respondents and 368 serious viewers showed that program reached those who need it most.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
8. Operation Alphabet. New words, related to a three or four-sentence story based on everyday situations.	TV teacher presented material in manuscript on a large flip chart for four programs & reviewed material on fifth program.	-	Printed supplemental materials could be purchased for $3.50. Later available as a TV Home Study Book, with progress tests from NAPSAE, for $2.00.	-
9. Operation Alphabet. See 8 above.	See 8 above.	-	NAPSAE'S TV Home Study Book.	Final test used to identify individuals who had remained with series & achieved minimal literacy 2500 passed tests.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
10.	Operation Alphabet. See 8 above.	Research study: Group I (19)-TV program as in 8 above; Group II (23) TV program plus teacher presentations; Group III (36) -regular classroom program of literacy instruction.	-	See 8 above.	Group I-only one student took a standardized test. Group II-Standardized test showed average grade increase of 1.32. Group III-Standardized test showed average grade increase of 1.55.
11.	Operation Alphabet. See 8 above.	See 8 above - supplemented by adult education classes. Research study involving 243 adults.	Directors of adult education & volunteer teachers.	See 8 above.	Gilmore Oral Reading Test revealed that 156 scored less than 3.0 (109 below 1.5) & only 87 scored above 3.0.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
12.	Elementary English & Arithmetic.	Research Study: Group 1-TV programs & follow-up by classroom teachers; Group 2-TV programs only; Group 3-classroom teaching only, by classroom teachers of Group 1; Group 4-regular classroom teaching only.	-	New Ship primers & workbooks; models, pictures, & puppets.	Educational Attainment Grading Tests showed gains in English & Arithmetic in all groups. No statistically significant differences in gains made by each group.
13.	VTR St. Jacques. Community problems raised by citizens.	Citizens' Committee taped fellow citizens and then held public meetings to view edited tapes on closed circuit & discuss problems.	-	VTR unit.	-

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
14.	TEVEC. Traditional School topics such as French, mathematics & English integrated with socio-cultural topics.	Telecast to students in homes, also provision for discussion groups (Tele-clubs), correspondence courses, repetition centres.	Home attendants	Correspondence courses.	At the end of the project, 4815 persons had written the Mathematics exams of the Dept. of Education with the following results indicated: a 93% pass rate for Basic level exams; 90% at Pre-Secondary level; 83% at the Secondary level; 56% at the Secondary 1: Algebra level, and 85% at the Secondary 1: Geometry level.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
15.	Operation Gap Stop. Information about where to go for legal aid, how to budget, what to do in case of medical emergencies, etc.	Day time serial format.	-	-	Follow-up interviews indicated that viewers liked programs & learned from them.
16.	Cancion de la Raza ("Song of the People") Thirteen major themes - problems relating to unemployment & job training, welfare, family roles, etc. "Open Line" (telephone) questions of most interest were recorded for discussion on TV by experts.	Soap operas prepared by Mexican-Americans; also "open line" service.	-	-	Personal interviews of 397: of 211 who viewed program, 68% watched in groups & 21% thought the programs helped them.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
17.	Read Your Way Up. Basic reading skills prerequisite to GED & effective participation in job-training programs.	Telecast to home audiences and to organized group viewing sessions.	Supplementary teachers at viewing sessions.	Read Your Way Up text priced at $2.50.	Reported in New York alone, some 8600 welfare recipients have participated in group viewing sessions.
18.	TV High School. English Grammar, general mathematics, social studies, natural sciences and literature. Material developed by Manpower Education Institue of New York.	Telecast to home audiences, classroom review before writing, G.E.D.	-	TV Study Kit, priced at $13.50.	Responses from 229 viewers indicated 90% liked television instruction, 82% enrolled to prepare for the G.E.D. exam and 93% watched the series at home.
19.	Community TV High School. English Grammar, general mathematics, social studies, natural sciences and literature.	-	Volunteer Tutors	5 text books priced at $5.00.	-

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
20.	Video Oral English. Adult basic English with emphasis on oral usage and comprehension. Presentation to incorporate animation, choreography and other entertainment elements.	Telecast to students of six geographic regions, and in three treatment situations: Group I - classroom with video exposure only; Group II - classroom with video exposure and follow-up drills by an instructor; and Group III - home video exposure only.	-	-	Significant achievement occurred in oral English usage & oral English comprehension among all 3 treatment situations for viewing. In the overall sense, the difference in achievement did not vary significantly whether: 1) the student was in the classroom & had video exposure only; 2) the student had class video exposure followed by instruction or 3) the student had home video exposure only.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
21. VTR in Drumheller, Community problems and issues.	Community development worker first explained purpose of project; joined by two others in taping blitz of all segments of community. Edited material for community viewing.	-	VTR Unit	-
22. Moose Jaw Project. Community problems and issues as perceived by citizens.	Community development worker acquaints individuals and groups in recording and playing back video tape then used in issue selection and resolution.	-	VTR Unit	-

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
23.	Rural Family Development. Practical skills regularly needed by rural adult, e.g., ordering from commercial catalogues, registering for Medicare; concomitant computation & communication skills.	Telecasts to homes, supplemented by nongraded home study materials. Telephone referral system for further assistance.	Home visitors, whose function is to help students become independent learners.	Home study materials - nongraded.	A field study indicated no significant difference existed on six specific measures between the achievement of a treatment group whose members were provided with the services of a home visitor and the control group which was not.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
24.	Castle Zaremba. Based on incidents of everyday life.	Television dramatization by professionals. Uses situational approach to language learning as methodology. Also, classroom settings for some learners.	Student expected to find teacher to help him formally and/or informally learn English.	Two textbooks of the scripts, cassette tapes, set of posters.	No significant differences between students of 3 citizenship classes viewing Castle Zaremba & 3 classes which did not, with respect to students' increase in aural comprehension.
25.	Project Multi-Media. Determined jointly by participants & organizers and then developed by teams of specialists. Based on relevant needs with gradual introduction of necessary concepts and skills.	Participants encouraged to become involved in various projects employing a wide range of media.	-	Exercises, explanatory documents, evaluations, etc., related to the projects developed.	-

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
26.	Your Future is Now. English Grammar, general mathematics, social sciences & literature. Material developed by Manpower Education Institute of New York.	Telecast to home viewers expected to use study guides, but may also join study group or seek assistance locally.	Local Adult Education Supervisor.	Set of 3 texts from Barron's Education Series, priced at $10.00.	Survey indicated 78% of those participating were satisfied with the series, and 80% satisfied with broadcast time.
27.	Your Future is Now. English Grammar, general mathematics, social studies, natural sciences and literature. Material developed by Manpower Institute of New York.	Telecast to home viewers expected to use study guides. Adult education teachers available by telephone as tutors.	-	Set of 3 texts from Barron's Education Series, priced at $10.00.	109 respondents to a questionnaire indicated a varied age group and represented more female than male persons with 10th grade level of formal education.

TABLE III - CHARACTERISTICS OF PROGRAMS (con't.)

	CONTENT	PROCEDURES	COMMUNITY ASSISTANTS	MATERIALS	EVALUATION
28.	Project 360°. Vocational and career information.	Telecast of weekly half hour program, and broadcast of weekly 3 1/2 min. radio program. Optional provision for telephone action line service.	Optional provision for local home visitor program.	13 issues of newspaper, 360° Grit.	In progress by State University College of Buffalo & planned evaluation by State Dept. of Education, New York City.
29.	American Pie Forum. Relevant information about job opportunities in Wisconsin.	Telecast of 13 half-hour programs and telephone action line for further information.	-	16 issues of American Pie Forum.	-
30.	Kentucky G.E.D. Project Update The necessary reading comprehension, test-taking and mathematical skills required for the 5 subject areas of G.E.D.	Telecast to home viewer who is to be actively involved with instructional materials during broadcast, also to complete and correct practice exercises. Viewer can seek assistance by calling toll free number.	-	In process of development and validation.	-

language, reading, and simple arithmetic as a foundation for further vocational or social education. For example, Program 1 (Memphis, Tenn. 1956), the first American literacy campaign linked to television, drew on the consultative services of Laubach (4), and used his streamlined English I series. A unique characteristic of this early Program is the use of volunteer teacher assistants (some of them former illiterates) at 31 community centers. Program 2, a follow-up to 1, stressed vowel sounds and the phonics approach to reading developed by Laubach. In the situations that were "acted out", no one personality dominated, but several teachers took part. The drill provided for viewers consisted largely of work repetition.

Evaluation by means of the Metropolitan Achievement Test, administered to a group of 61 students, revealed average reading achievement of 2.6 grades (18). An average of 2.5 grades was reported by Pearson for the 254 individuals who completed Program 3 (Florence, Alabama, 1960), after viewing kinescopes of Program 2 (35). It is of interest to note that 608 enrolled in the Alabama program at the start, out of 105,310 functional illiterates in the broadcast area. This same series was also telecast in North Carolina, South Carolina and Georgia (2) (5) (18).

Two other literacy programs developed in the early 1960's were reported by Cass (5). Program 4 (Learning to Read, Baltimore, Md., 1960) had a potential audience in four states and in Washington, D.C. Completed practice sheets returned by persons, who received certificates, constituted the only feedback. For Program 5 (PS #4, St. Louis, Mo., 1960), some feedback was probably provided by viewers who were invited to a party to meet their television teachers. The 60 viewers who attended subsequently helped to publicize the series for others who might benefit from it.

Literacy Programs 8, 9, 10 and 11 are studies of four attempts to utilize the material known as Operation Alphabet. This project, Program 8, was begun by the Division of School Extension of the School District of Philadelphia in 1959, with the help of many community organizations, and telecast for the first time in 1961. It was expected that a conscientious adult learner could reach approximately third grade level in reading and writing after completing 100 lessons. An estimated 50-75,000 people benefited from the Program, judging from letters expressing appreciation and requesting a re-run of the series; from the number of sets of materials delivered; from 2,500 test letters corrected and returned; and from an increase of 25% in adult enrollments in basic education classes in the public schools. The apparent interest shown in the Philadelphia venture caused NAPSAE to obtain the copyright for both the television series and the supplementary materials. NAPSAE also developed a guide specifying steps to be taken by communities to promote the series.

For Program 9 (New York, 1963), the advisory committee which planned the program used the NAPSAE guidelines for Operation Alphabet. Completed tests returned by persons, who received certificates, provided the only

feedback (5). Program 10 (Shreveport. La., 1963) involved a research study conducted by the Caddo Parish School Board, in cooperation with the Adult Education Section of the State Department of Education. Participants were evaluated by standardized tests (8). Program 11 (Florida, 1963) was also a research study, in which 243 adults were evaluated by the Gilmore Oral Reading Test. One explanation why so few of them reached the third grade reading level, as anticipated, is explained by Bunger; she points out that most students stopped watching the program regularly after the twentieth lesson. She also discovered that adults who had studied in groups achieved significantly higher scores than those who had studied individually. Contrary to the Philadelphia venture, Bunger found that the telecast did not seem to affect enrollments of adults in public school adult literacy classes (4).

In concluding this discussion of Operation Alphabet, it must be said that although many cities repeated the series several times, little accurate assessment was made of its impact, because of a lack of funds for record-keeping and research. In short, the considerable claims advanced for the success of the series in the United States have been based chiefly upon television station ratings, not on any kind of formal evaluation (4) (5).

Three literacy programs remain to be discussed. One of them, Program 6 (Learn for Living, Yakima, 1961), addressed two audiences, the adult illiterate and the foreign-born adult. Thus, it combined a literacy program with instruction in English as a second language (5). The second program, 12 (Elementary English and Arithmetic) was conducted in Zambia in 1963-65. It is included because it is a research study aimed at judging the efficacy of television for teaching literacy in English as a second language to adults. The individuals in the four groups, drawn from all over Central Africa, were matched on English and Arithmetic attainment, non-verbal ability, and formal education. The television programs, beamed to Groups 1 and 2, emphasized a visual approach whenever new materials appeared, along with miming and dramatization by actors. As dialogue between teacher and student was considered the key to learning a second language, a unique approach was used with Group 2. The television teacher would pose questions to the viewers, each one being identified by a number from 1 through 20. As the television teacher could not hear the answers, they were checked out by the classroom teacher and the students themselves. The classroom teacher then advised the television teacher of any difficulties. Although Group 3 had classroom teaching only, their instruction came from the same teachers who had followed up the television programs with Group 1 and who had access to all the television materials. As Table III indicates, Group 4 had instruction from regular classroom teachers without reference to television.

Although the results showed no statistically significant differences in the gains made by each of the four groups, it appeared that Group 3 experienced one of the most effective methods of teaching English as a second language. However, it must be added that this same Group was

considered to be more highly motivated than the other Groups, because their attendance in this class formed part of their training as mechanics (10).

The third program, 20 (Video Oral English Instruction) for illiterate or undereducated Non-English speaking, Spanish adults, was an ambitious undertaking in six geographic regions to field test five, one-half hour Video Oral Language Tapes out of a series of fifteen, developed by the University of Arizona and the Southwestern Cooperative Educational Laboratory. The medium chosen to reach the target population was television and the instructional material was prepared incorporating animation, choreography and other entertainment elements as part of its format. The field test was to ascertain whether the tapes would affect significant gains in English oral language usage and comprehension among Non-English speaking, Spanish-speaking adults. Three viewing situations were established as three treatment conditions: 1) students in a classroom with video exposure only; 2) students in classroom with video exposure and one half-hour follow-up drills by an instructor; 3) students in home environment with video exposure only. The subjects were comprised of both rural and urban Spanish-speaking people and there were some 90 to 150 in each of the regions, who were randomly assigned to one of the three treatment conditions. After pre-testing, subjects were exposed to the entire five tape series in five consecutive days, and received post-testing on the day after the final broadcast. Statistical data indicated that significant achievement in both Oral English Usage and Oral English Comprehension occurred for all three treatment conditions, thus indicating the Video Oral Language Program provided a significant learning effect among non-English speaking, Mexican-American adults. There were, however, no significant differences among the three treatment conditions, although the video presentation in a classroom followed by instructor drill produced slightly higher achievement among students, than a class video tape presentation without the instructor. Achievement in both oral English usage and comprehension was lower among males, rural subjects and those living closest to Mexico. The data also indicated that 563 of the 925 students initially recruited remained in the program, with higher student retention being in the classroom situations. Among the three treatment conditions, there was no significant change in attitude toward learning and applying English, but the short treatment exposure (e.g. five out of the fifteen video programs) may have been a critical factor which should be considered in additional field testing (47).

English As a Second Language Program

Program 7 (Let's Speak English, Toronto, Canada, 1961-62) relied for feedback partly on 1026 respondents randomly selected from a telephone survey of some 10,000 households, and partly on 368 "serious" viewers who had sought more information from CBC about the program. From the 1026

respondents, descriptive data were gathered about audience characteristics such as language background, proficiency in English, and level of education. It was found that those adults with the lowest proficiency in English persisted with the program; in other words, it reached those who needed it most. A high proportion of the persistent viewers were immigrants who had come since 1956. It was also found that lack of formal education was not a deterrent to viewing in the first place, or a crucial factor in determining whether a person stayed with the course or watched only casually. The 368 "serious" viewers had the highest degree of involvement in the program. Analysis of the data gathered during interviews indicated little resistance on their part to the mimicry approach. Of this group, 334 gave information about their viewing habits. It revealed that those who watched the program in groups tended to be more regular viewers than those who watched it alone (25).

Program 24 (Castle Zaremba) was designed as "instructional television" as opposed to conventional televised instruction, and intended to be a second language learning aid, using the situational approach to language learning. Its presentation was to be through multi-media, the main component being sixteen, twenty-five minute televised espisodes in "ethnic" soap opera format, depicting various situations which might befall a new Canadian. The other three media included two texts of the scripts, four cassette tapes, and a set of posters. The viewer was also to seek out a teacher to help him. The goal of the series was to promote functional adequacy in English. Each episode was to be broadcast twice to benefit viewers missing the first showing, or wanting to check their progress by viewing a second time. Scripting, acting, and production was done by professional media people, and the language teaching strategies later devised by a linguist (16). Evaluation done by the Ontario Educational Communications Authority indicated Castle Zaremba was a useful way of learning incidentally about aspects of Canadian life presented in the series, but there was no significant difference between three citizenship classes using Castle Zaremba as the main component of their English program and three citizenship classes not using it, with respect to an increase in the students' aural comprehension. Moreover, there was no difference among the various groups as to the liking of their respective programs. The "Castle Zaremba" classes and the regular citizenship classes were liked about equally well by students (21). A report from the Hamilton area indicated few students watched Castle Zaremba at home because they didn't have cablevision, and few seemed keen on getting the books or tapes, perhaps because of a lack of money since many were unemployed at the time. These students were in a classroom setting (16) (21) (24) (32) (36).

Community Development Programs

Program 13 (VTR St. Jacques, Montreal, 1965) involved the use of closed circuit television by a Citizen's Committee to stimulate social

action in the poor district of downtown Montreal. The Committee was given the use of a ½" video tape recording (VTR) unit by the National Film Board of Canada. Through this medium, people were encouraged to voice their problems. Later, when viewing the tapes on closed-circuit television at public meetings, neighbors recognized common problems and began to seek solutions. One project attributed to the efforts of the Citizen's Committee was the establishment of a Citizen's Community Health Centre, which is still operating (48).

A second program, 21 (VTR in Drumheller, 1969) was a project jointly sponsored by the National Film Board and the Division of Continuing Education, University of Calgary for the purpose of determining the impact of VTR as a tool in the community development process. A joint committee of two N.F.B. people, two University representatives and a field worker, planned and directed the operation of the project. After two and one half months of explaining the nature of this experimental communication and social action program to individuals and organizations in a dying coal community, comprised largely of elderly people, some coal miners, welfare recipients and many children, the recording team launched a taping blitz which had been given advanced publicity in both newspapers and the radio. Two edited packages were prepared and presented, one to a youth group and the other to a public meeting of 200 in East Coulee. In both cases, the community had been brought together, but no community action developed. Throughout the project, two problems emerged. One was the widespread misconception that the NFB was making a film from the material, and the second was the reaction to the NFB people who were considered "Those outsiders asking questions". Actual involvement in community development resulted when the field worker was invited into nearby Rosedale, by a citizen's action committee. Here the committee assumed charge and was involved in the presentation of eleven tapes finally edited to an hour, and shown at a public meeting. Twenty-eight citizens became involved on a variety of committees, and the town was cleaned up, signs erected outside the town limits, mercury vapor lights installed, a park built, a gas line installed, a road re-opened, the water main installed, and a plastics factory established in the abandoned school. It was observed that as the committees were established and became involved in specific activities, the need to use VTR lessened (17) (20).

Program 22 (The Moose Jaw Project, 1970) operating under joint sponsorship of the National Film Board and the Extension Division of the University of Saskatchewan made provision to supply the community with the services of a resident community development worker and ½" video tape recorder (VTR) equipment for approximately a two-year period. The two major purposes were to assist the development process in the community by using VTR, and to investigate the effects of video tape on various phases of the community development process. Thus groups and individuals became involved in being recorded on VTR, viewing the replay immediately, operating the camera themselves and seeing the results, and sometimes editing the tapes to produce a specific message for "someone". Although the project was most frequently concerned with middle class groups and their activities, other

less advantaged socio-economic groups were involved. A number of the aged who attended bingo sessions were recorded talking about themselves and their relationships to the city. These tapes were replayed for themselves and their friends. Two members of the White Bear Reserve also used the equipment to take pictures of various places on their reserve and of its various members. The tape was later replayed at the Band Development Corporation Meeting accompanied by some explanation of the potential of VTR. As yet, there is no published record of any specific outcomes resulting from the use of video tape recording in the two situations described. It was pointed out, however, that several professional people in the community refused to have their feelings documented through a VTR interview, while numerous pensioners expressed their feelings freely. This might well reflect a greater penchant for privacy on the part of professionals who are bound to the practice of confidentiality in much of their work (41).

Personal and Social Development Programs

Programs 14, 15, 16, 23 and 25 all relate to personal and social development. Program 14 (TEVEC - Television Educative du Quebec), was a pilot project initiated in 1966 to promote the social advancement of 59,000 adults of the Saguenay-Lac St. Jean region, an area beset by high unemployment and a low educational standard. Content of the television programs included the traditional school topics of French, mathematics and English corresponding to the regular educational programmes of the ninth grade of elementary school. This course content was integrated, however, with socio-cultural topics in order to be of relevance to adult needs (31) (49). The television programs were broadcast daily Monday through Thursday for 1¼ hours, and dealt with one socio-economic subject during the course of the week. The Friday broadcasts which lasted one hour were used for summary purposes, to check responses to questions, to correct exercises, and to promote the other activities of the project. A student in the program could also participate in one of the Tele-Club discussion groups, enroll in correspondence courses, attend a repetition centre once weekly and receive the expert help of a teacher, and have call upon the services of a home attendant. In addition, there was provision for participants to sit for the June examinations, regardless of whether they had registered in TEVEC or not. On passing in French, mathematics and English, the student received a certificate corresponding to the Junior High School Diploma in the U.S. There was also a diploma issued for the students who passed examinations in the socio-economic subjects. Participants passing even a single subject would receive a certificate for that work which had been successfully completed.* As many as 34,532 students enrolled in the beginning and a survey conducted in

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*Interview with Mr. Tony Lauzon, Toronto, Ontario, July, 1972.

March 1968 indicated almost 60,000 were viewing TEVEC regularly. Yet, there were indications of a high drop-out rate reported by May 1968 (49). Much of the data is being analyzed and suggests major changes in self-concept as a by-product of participation in the program, but the reports of these findings are not readily available in English at this time. A later report in 1970 indicates the TEVEC project had involved 71 towns and communities, 118,000 participants, and more than 1,000 local organizers in an area where 80.9% of the population had less than a grade nine education. At the end of the project 4,815 persons had written the mathematics exams of the Department of Education with the following results indicated: a 93% pass rate for Basic level exams; 90% at Pre-Secondary level; 83% at the Secondary level; 56% at the Secondary 1: Algebra, level and 85% at the Secondary 1: Geometry, level (9).

Program 15 (Operation Gap-Stop, Denver, 1967) emerged in response to the needs of 649 heads of household interviewed in an urban housing development. To interest people in watching the programs, four motivational conditions were set up; no contact, the interview contact, pamphlets, and money. It was found that the paid viewers watched the largest number of programs. Evaluation was based on follow-up interviews, which revealed favorable attitudes on the part of viewers (38).

Program 16 (Cancion de la Raza, Los Angeles, 1968) catered to the needs of Mexican-Americans, under a grant sponsored by the Ford Foundation. Through the "soap opera", messages of social adjustment were presented in the context of a barrio family. The telephone "open line" (linea Abierta) to the television station not only gave feedback to individual viewers, but provided actual content for a panel of community experts, who discussed the most relevant questions submitted. Further feedback was sought through telephone surveys to determine viewer reactions during the airing of programs. It was reassuring to find that the objective of making the programs seem credible was apparently achieved. In two telephone surveys, over 60 per cent believed that most of what they saw was true, and 30 per cent believed in part of it. Over two-thirds of the viewers thought they had learned something about the problems presented. But the most significant finding was that many viewers were taking actions which they would not ordinarily have taken. The major purpose of the Program - to assess the effects of information input via the soap opera upon attitudes and behaviors - evaluated in interviews mentioned the emphasis placed upon education. An increased knowledge of community and a modification of complacent attitudes was thought to be reflected in the claim of four out of ten viewers that they were considering joining community, social and political organizations (32) (38).

The most significant characteristic of Program 23 (RFD, Wisconsin, 1971) is the innovative home visit, added to the well-established combination of television and supplementary home study materials. The content, oriented to the problems and needs of rural farm families, is unique in the sense that the wide variety of needs has necessitated abandoning

the traditional scope and sequence of such programs. The value of this approach is that the Wisconsin Program is geared to a "drop-in" rate, instead of a "drop-out" rate. As RFD is a field study, its evaluation was intended at producing information related to applied decision-making. It was hoped that the home visitor would obtain data, through special achievement tests, concerning an individual's ability to cope with the problems. Attitude measures were to be used to evaluate his self-concept, his attitude toward learning, and his sense of control over his environment (7) (29). Internal evaluation has been conducted by several telephone surveys, a Q-sort survey, at least three questionnaire surveys, and a field experiment. Unfortunately, in much of the reporting, there is no explanation of how interviewees were selected, no data summaries, or interpretation of what the data meant in relationship to the RFD design (15). It would appear, however, that about 25 per cent of the total adult viewing audience watched at least one RFD program and the general reaction was positive and favorable (42). The field experiment indicated no significant difference between the achievement on six specific measures of a treatment group whose members were provided with the services of home visitors and the control group which was not, thus calling into question some of the value of the home visitor as a component of the program (11). Other evaluators indicated there was little evidence that the project objectives most crucial to adult basic education were met, and there was scant evidence of any change in skill, knowledge or attitudes of the participants due to the project or its components. Moreover, there was no evidence presented to indicate that the system was in fact an integrated one of many media, and no information on the central question of whether integrated media are more effective than one media used alone. There was also concern that initially there had been no systematic review of research on theory in both adult education and mass communication to underlay RFD's overall purpose and provide rationale for the projects' use of various media (15).

Program 25 (Project Multi-Media) which was established in Quebec in 1970, after the TEVEC pilot project, is intended primarily to reach undereducated adults. Multi-Media is a system designed mainly to offer the administrative machinery to promote the emergence, support, and progress of working groups functioning as a co-op. Participants are to be encouraged to join local working groups led by a group leader or "animator". In the first of two stages of experimentation, individuals and groups will be encouraged to make use of local resources such as the audio-visual equipment of the school system as "tool media" for self-initiated projects. It is also expected that through animators, they will find support for their educational activities through the local press, radio, and television, and become acquainted with these media. This initial phase is intended to acquaint the participant both with methods of self-education and cooperation. The second stage, which is also regarded as experimental in its focus, is intended to provide participants with a better comprehension of themselves, their training needs and their place in the development of Quebec society. The media to facilitate this process might be

video tape recordings, films, or a series of 5 or 6 television broadcasts. The collective project might be accompanied with exercises, explanatory publications and appropriate evaluations and is intended to be shared with other groups in their region. The third phase is to take participants beyond experimentation with the media and attach their involvement to longer-term, Quebec-wide projects. At this level, projects will be supported by Multi-Media animators, the Administrative Council and the entire Multi-Media structure. It is likely that the mass media will be used to focus on certain priorities of the Quebec society in general, and the labor market in particular. It is likely at this point Multi-Media will make use of television, radio and accompanying publications or any appropriate combination of these and other media, in order to broadcast the content of a 15 to 20 week Quebec-wide educational project. This ambitious undertaking would appear to promote participation, self education, cooperation, media literacy, and some understanding of one's social milieu. It surely represents a considerable departure from conventional literacy and vocational training. During the year 1971-72, there were 859,000 persons who were registrants in the project (27) (28) (49).

General Education Development (GED)

Program 17 (Read Your Way Up), was developed as a series of 30 half-hour programs in 1968 by the Manpower Education Institute of New York City and the New York Telephone Company in cooperation with Boston's educational television stations WGBH-TV. The purpose of the program is to increase the participant's ability to read, write, and think as well as to improve his chances to get a High School Equivalency Certificate. In addition to the television program, a concerted effort in New York on the part of major companies, poverty agencies, and the Board of Education has led to the organization of group viewing sessions and the provision of supplementary teachers. In that city alone, some 8,600 welfare recipients have participated in the group viewing sessions. A text Read Your Way Up was designed to accompany the television series, but it may also be used independently of the programs as a learning aid (19).

Program 18 (TV High School) was undertaken as a project by Seattle Community College in 1968 with a goal to enroll 500 persons in preparation to pass the General Educational Development (GED) test and thus receive a high school equivalency certificate. Following an extensive promotional campaign using a wide variety of media, 850 persons representing 48 cities throughout Washington State were enrolled and 576 requests were made for the TV Home Study kits. The series of 60 half hour telecasts was begun September 30, 1968 and continued into the 1969 term. A survey of 500 student viewers in January yielded 229 responses (45.4 per cent return) and indicated a favorable reaction to the series. As many as 90 percent of the viewers liked television instruction, 85 per cent found the schedule satisfactory, and 93 per cent watched the series at home. Slightly more than 82 per cent of the students had enrolled in

Television High School for the expressed purpose of preparing for the GED exam and 84 per cent were not aware that training for GED exam preparation was available free of charge in day and evening classes at Seattle Community College. Thus, the series reached a clientele which the college had not previously been successful in contacting. As for other aspects of the series, almost two-thirds of the students (66.3 per cent) found time to study but less than one half of them (45.8 per cent) found the TV Study Kit helpful. The potential for other programs of this nature is probably indicated by the fact that 73.5 per cent of participants indicated they would be interested in taking a television class for adult high school credit. It is unfortunate that there are no statistics on the numbers of student viewers who wrote and passed the GED tests at the end of the series. One of the recommendations made for future programming was for the establishment of centres in each community where a television set and books would be made available to persons not otherwise able to take advantage of the program (39) (46).

Program 19, (Community TV High School) was developed in 1969 to serve the needs of the undereducated not enrolled in evening or weekend courses offered by Spokane Community College. The course developed was mainly preparatory for students wishing to write the GED exam, and earn their high school equivalency certificate. For this purpose, a TV series of 39 half-hour programs and five accompanying text books were produced. Content was concerned with the five subject areas of English grammar, general mathematics, social studies, science and literature. The television series was broadcast on Mondays to Wednesdays on KSPS-TV. As part of its role in the program, Spokane Community College assumed the responsibility of distributing the instructional materials, the operation of satellite volunteer tutorial centres, and the administering of GED tests. Program developers were optimistic about the success of the program based on experience elsewhere and estimated that three out of every four individuals who actively participated in the TV High School and completed the required homework could earn their high school equivalency certificates (3). There was no evaluation to bear out this optimistic expectation.

Program 26, (Your Future Is Now) a television series developed by the Manpower Education Institute of New York was launched as a statewide undertaking by the Mississippi Authority for Educational Television and the Mississippi State Department of Education in 1973. The purpose was to prepare undereducated adults to take the GED examination. Telecasts were broadcast on the statewide educational television system into viewers' homes. Participants were expected to use study guides and work on their own, but there was also the opportunity for them to join a local study group, or to seek assistance from the local Adult Education Supervisor. A survey by mailed questionnaire to 500 persons yielded a return of 170 responses (34.0 per cent). Results seemed to indicate that the appeal of the series to its target audience was far greater than its known effectiveness. Of those participating, 78 per cent were satisfied with the series and 80 per cent were satisfied with the broadcast time. There is the inference of a relatively small audience of viewers and the

suggestion that a larger volume of repetitive promotion is necessary to reach the potential audience, such as announcements in local churches, schools, businesses, etc. In addition, there could be more flexibility of viewing schedules, if libraries supplied the facilities and equipment for groups to view the actual broadcast or video tapes, with the added provision to check out individual tapes (14) (22) (40).

Program 27, (Your Future Is Now) was leased by the Palm Beach County Department of Adult and Community Education for the purpose of providing adults without a high school diploma an opportunity to prepare for the GED test. During the course of the 60 program series, a questionnaire was mailed out to 332 persons who had purchased the text. The purpose was to ascertain the clientele reached by the program and their reaction to it. Some 109 questionnaires (32.8 per cent) were returned. The findings indicated that viewers encompassed all age groups, with the greatest numbers in the 46 to 55 and 56+ age categories. The largest number of respondents indicated they had achieved the 10th grade level, and there were more female than male viewers. The early morning hours were the most convenient hours for 68% of the respondents while 22% preferred 7:00 p.m. The scheduling of repeat lessons was liked by the viewers, and follow-up instruction was felt to be needed by half the respondents. The text material was relevant, easy to understand, and used by most viewers. Although few respondents have had educational counselling, most were planning to take the GED test. The most effective means of advertising the program was through television, followed by the newspaper. Radio announcements appeared to have little impact. The recommendations for program modification suggested provision for educational counselling, some type of arrangement for consultation and instruction by telephone, and the scheduling of evening viewing of the program through instructional television at certain adult centres (50).

Program 30, (Kentucky GED Project Up-Date) is an ambitious project launched in March 1972, to develop a televised GED preparatory series for adults to be broadcast statewide by Kentucky Educational Television in September 1974. Careful attention is being given to the five content areas of the GED and several persons have been engaged to research, design and script the subject areas. In addition, a National Advisory Task Force of adult educators, broadcasters and content specialists has assisted in determining the skills, content objectives, and software necessary to the project. A main component of the system is a series of 40 half-hour television lessons supplemented with a study guide requiring viewer interaction during the broadcast to complete and correct exercises. In place of the "talking-face" teacher will be a knowledgeable host or companion, in an attempt to move away from traditional classroom type instruction and to provide interesting, entertaining, instructional experiences. Student services include counselling and this assistance can be obtained through telephoning a toll-free number. In addition, there is to be a follow-up to determine what effect the instruction has had on the student. Only after the validation of the programs and materials, is the GED series scheduled to begin broadcasting (12) (23).

Career Education

Program 28 (Project 360°), largely an outgrowth of its predecessor RFD, was designed more specifically as a mass media, multi-state, one year project focusing on career education for adults. In consultation with both a professional advisory and a participant committee, WHA-TV of the University of Wisconsin Extension Division produced twenty-six half-hour television programs, twenty-six weekly 3½ minute radio programs, thirteen issues of a newspaper, 360° Grit, and a kit of promotional materials. Production of the series was undertaken in September 1972 and was ready for broadcast, May 1973. Meanwhile, the project developed into a national effort through a consortium of agencies representing thirteen states: Alabama, Arizona, Georgia, Illinois, Maine, Michigan, New Jersey, New York, Oregon, Pennsylvania, Tennessee, Virginia, and Wisconsin. Involved on this basis were thirty-six television stations with potential of 19,475,000 viewers, plus forty-seven radio stations. The consortium members had available for their use the Madison developed components as well as optional provisions for an "action-line" problem-solving, telephone referral system, a home visitor program, and a local evaluation system. At present, no formal evaluation is available but a study has been undertaken by the State University College at Buffalo funded by The Corporation for Public Broadcasting. In addition, a study is planned by the State Department of Education, New York City. Nevertheless, present information available indicates dissatisfaction with the quality and content of the television programs, especially the first three of the series. In Michigan and Maine, it was felt that programs were designed to appeal to black, urban audiences. Further, the programs lacked material dealing with career education and frequently focused on side issues of poverty or other social concerns. Six states produced local segments of the television program but several stations in two of the states abandoned the use of the programs altogether. Of the nine states reporting on the radio programs four states had not used them, and other reactions were mixed. By contrast, the newspaper 360° Grit was considered one of the best components of the program with nine states out of ten reporting favorable reactions. The press run quickly rose from 15,000 to 29,000 copies during the first month. As for the telephone action line, three of eleven states reporting indicated they had not established such a service, and four states reported few, if any, calls related to Project 360°. Personal contact with viewers in the form of home visitors existed in only two states. There was frustration expressed about the lack of communication and co-operation with the 360° staff in Madison, indicating the co-operative consortium effort was not fully realized as far as receiving input from members. Nevertheless, in spite of these shortcomings, several states scheduled the rebroadcasting of the television program in the fall of 1973, and The Public Broadcasting Service plans to present a shorter, re-edited version of the television series starting in January 1974. In

some states the television programs have been recorded on cassettes for use in schools and Manpower centres. As far as recommendations are concerned, consortium members have suggested that the content of the television programs centre around facts related to occupations with a broad appeal to less educated adults; that another such project aim at producing fewer television programs; and more time should be spent on planning and coordinating the content for the three media (43).

Program 30, (American Pie Forum) is a multi-media career education series currently being developed by WHA-TV, University of Wisconsin Extension Department, for broadcasting June 1974. The series is intended for unemployed and underemployed adults with less than a high school education. The project is to consist of 13 half-hour television programs to be broadcast on public television stations throughout Wisconsin, 16 weeks of radio programming, 16 issues of a newspaper American Pie Forum and provision for a telephone "action line" for additional information, and referral. To ensure relevant and useful content, input meetings were conducted with target audience representatives and agency personnel of the Wisconsin Board of Vocational, Technical and Adult Education, and the Employment Security Division of the Wisconsin Department of Industry, Labor and Human Relations to identify and rank target audience needs in regard to employment. As a result, 24 problem areas were identified for programming considerations. As might well be expected, there were disparities between what target audience and what agency personnel perceived as problems related to unemployment. In programming for content, however, the project is committed to direct its efforts primarily towards the problem priorities identified by the target audience. It saw the five main problem areas as experience, discrimination, training, education, and lack of jobs. The American Pie Forum is probably somewhat more modest than some of its multi-media predecessors in that it proposes to provide basic information rather than to affect attitudinal change (1).

Summary and Implications

The search for an interface in the design, operation, and evaluation of ETV programs for culturally different poverty groups and the educationally disadvantaged should receive a much higher priority in our society. Efforts to date illustrate the complex arrangements that are necessary in the production and telecast of the programs. However, as the foregoing review of literature suggests, more research must go into ascertaining how the potential participants could provide input, not only in the planning but, equally important, in the on-going evaluation of programs. Here, there may be time constraints which inhibit the seeking of feedback and the ensuing modifications necessary for truly effective programs.

From this review arise a number of significant findings that have implications for adult educators and media specialists. One finding is

shifting in emphasis from the illiterate population which was the audience of Streamlined English, Learning to Read, and Operation Alphabet to the educationally disadvantaged. This shift is best illustrated by the programs being designed for the 1970's - Your Future Is Now (HSGED), Project 360° (Career Education), and American Pie Forum (Career Education). The questions persist: Are there adult needs that still remain to be met? In particular, how are the needs of the culturally different proverty groups going to be met?

A second finding relates to the use of television as a tool for ascertaining needs, as described in the community development programs. This process allows the potential learner to provide input. However, another literature review suggests that the process of self confrontation by VTR has potential for both help and harm. At any rate, it is suggested that careful studies of the immediate, intermediate, and long-term effects of different types and combinations of playback be undertaken for different individuals who vary in the dimensions of congruence, competence, self-esteem, and openness (13). It seems clear that before educators launch into the wide and indiscriminate use of the VTR in major community undertakings, careful studies should be made which permit comparisons of its potential for help and harm.

A third finding is directly related to the current attempt to interface with a group that is functioning at a higher level of verbal literacy than did groups for whom programs were designed in the fifties. Here, it has been found that in the GED and career education programs, the viewers generally responded favorably to the provision of printed materials. In other words, this group of viewers showed greater familiarity with and liking for the print media (50). An implication for adult educators is that if they want to establish interface (common boundary) with such groups, open, multi-media systems must be designed for delivering the message.

The fourth and perhaps most significant finding relates to the dearth of adequate instruments for gathering evaluation data. As a result, adult educators have tended to rely on subjective impressions for assessing the appropriateness of their programs for culturally different poverty groups and the educationally disadvantaged. If the desired changes in behavior are to be accomplished, systematic schemes for evaluating programs should be devised and the results used to modify both the content and format of programs. The process must be seen as a dynamic, on-going one that is planned at the design stage of a program and firmly rooted in its philosophy and objectives.

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CHAPTER V

A SURVEY OF OPEN LEARNING SYSTEMS

Open learning systems have a variety of components to deliver their educational programs. The components are designed so that each student learns according to his own learning style at a time and place convenient to him. Therefore, the components usually represent an extensive range of media. The organizations sponsoring or conducting the programs include community colleges, universities, and other institutions. This chapter describes a variety of such projects and for each includes the purpose, target population, delivery system components, certification, course development, costs, and reports available.

In addition to these, a summary chart of community college programs and a description of the particular use of broadcast made by these colleges is presented at the conclusion of the chapter.

COUNTRY

Brazil, South America

PROJECT

Televisao Universitaria

SPONSORING ORGANIZATION

Ministry of Education and Culture

KEY OFFICIAL

Dr. Manuel Caetano Queiroz de Andrade
Executive Co-ordinator
Televisao Educativa, Canal 11
Recife, Pernambuco

PURPOSE OF PROJECT

The project was designed to fulfill 3 main objectives:

1. To prove that the application of the technology of educational television to traditional methods would be workable in the instruction of adults particularly with respect to a basic literacy program;

2. To help solve the problem of a deficit of teachers and schools in relation to population and geographical growth;

3. Assuming positive results in the first two phases of the program, a third phase would be developed on a 5 year plan such that students from across the continent could study and be trained for positions in educational organizations. It is hoped that these trained students would then return to their home countries to share their learning experiences with their own people.

TARGET POPULATION

All adults capable of receiving broadcasts from one of the 500 transmitters. The projected possible audience is about 800,000 viewers.

DELIVERY SYSTEM COMPONENTS

1. Television

The courses offered through TV Universitaria are in Portuguese and Spanish.

2. Correspondence

Student reading text, workbooks and assignment sheets are provided for the student. There is also a work guide available for the monitors.

3. Tutorials at Local Centres

The reports indicate that the viewing of the programs is done in groups, organized as classes with trained "monitors" acting as tutors.

EXAMINATION AND CERTIFICATION OF GRADUATES

There are three tests given - two mid-term and one final examination. There is a Certificate of Completion issued at the end of the program.

PRODUCT DEVELOPMENT

Courses in basic literacy, communications, basic mathematics, science and moral instruction and civics have been developed.

COSTS

1. Development

Two organizations made the funding possible for TV Universitaria:

OEA (CIC)	US	$ 127,000
pais-sede		1,800,000

2. Implementation

No operational cost figures are given in the available reports.

REPORTS AVAILABLE

Ministério da Educação et Cultura do Brasil, Projeto de Aplicação da Televisão No Sistema Educativo

Severina Ramos dos Santos, Avez é nossa, report distributed by Universadade Federal de Pernambuco, Washington, D.C.

Relatorio, Do Curso Basico de Introdução à Produção de Televisão Educativa, report distributed by OAS, Washington, D.C.

Organização dos Estados Americanos, Informe, TV - Universitaria, Canal 11 Recife, report of the Directors Conference, Washington, D.C., June 1971.

COUNTRY

Czechoslovakia

PROJECT

Television University

SPONSORING ORGANIZATION

CTV
Prague
Czechoslovakia

KEY OFFICIAL

Mr. Ctibor Tahy
Chief of Research and Documentation
National Institute of Adult Education
Bratislava
Czechoslovakia

PURPOSE OF PROJECT

Using national/regional television, CTV developed an educational program which was to be supplementary to the education courses adults had followed in schools.

TARGET POPULATION

All adult members and the television audience.

DELIVERY SYSTEM COMPONENTS

1. Television

From October to May, CTV broadcasts educational programs which are on the average, 30 minutes in length. Each program is repeated twice at different times.

2. Textbooks

For some courses, texts are published. These are intended for some use in independent study, but the assumption is that most study will take place in a group.

3. Correspondence

In certain courses, tests are given which can be sent to a tutor for marking.

One course entitled "Excursion to Future Shores" included a series of lessons followed by a viewers' tribune. After each lesson, a question was posed to which viewers replied by letter or phone. The replies formed the viewers' tribune which was supplemented by the suggestion of watching a play or reading a book which might elaborate a given problem.

4. Study Clubs

Owing to the only moderate number of television sets in Czechoslovakia, most of the viewing, particularly in villages, is done in a group setting. The groups are organized by the local Cultural Centre, which selects a group leader for discussions which might follow the broadcasts. Some short term courses have been produced for use in study group sessions within certain industries at the industrial site.

ENROLLMENT

Figures are not available on a broad base, but in 1964, CTV began an English language course in which 130,000viewers participated.

PRODUCT DEVELOPMENT

To date, courses have been developed in mathematics, physics, Russian, English, biology, chemistry, descriptive geometry and geology, certain aspects of vocational technology such as welding, and machine tool-cutting.

Further research is indicated in the areas of the influence of television on working people's cultural life as well as the evaluation of the role of television in adult education. Co-operation with the Hungarian Institute of Culture in research regarding the role of television in education in South Czechoslovakia and North Hungary is being sought.

EXAMINATION AND CERTIFICATION OF GRADUATES

Some, but not all, of the courses lead the student to be able to write the final examination in those areas at one or other of the school levels. Arrangements are made between the student and the local teacher to write the school examination.

Although there has been no certification hitherto given at the end of courses offered by CTV, viewers are now beginning to express a desire for some sort of paper certification.

REPORTS AVAILABLE

Groombridge, B., (ed.), Adult Education and Television, London, UNESCO, 1966.

COUNTRY

Denmark

PROJECT

Radio Denmark

SPONSORING ORGANIZATION

Denmark Educational Authority
Copenhagen, Denmark

KEY OFFICIAL

B. Pihl
Director
Denmark Educational Media Authority

PURPOSE OF PROJECT

To provide adult education courses via mass media.

TARGET POPULATION

Those adults seeking vocational training other than that to which they had been exposed in a normal school.

DELIVERY SYSTEM COMPONENTS

1. Television

There are eight programs. Each program is called a module.

2. Radio

There are 20 programs divided into 8 modules. These include Radio "A" and Radio "B" program.

3. Correspondence

Eight letters are exchanged between the tutor and the student.

4. Text

There are 8 chapters, each to be read in accordance to one of the modules.

5. Television Service

6. Library Service

7. Local Study Groups

These study groups are not formally organized, but are formed ad libitum.

As this system is intended as an integrated one, there are certain options which the student has in the format in which he studies. He can listen to the radio "A" module in a study group using, as well, a text book, flash cards, and a leader's manual (for the leader of the group), or he can choose to listen to the radio "B" module at home and study independently. A programmed book or text is provided for difficult modules and the student is encouraged to make use of the correspondence whenever possible with the tutor.

In 1959, Radio Denmark began a program called "Reading Improvement for Adults" on television. There were eight, 20-25 minute television broadcasts at one week intervals. Students were provided with a text book; two questionnaires; ten reading tests. Ten thousand people participated in the program and the student evaluations were found to be positive to moderate.

REPORTS AVAILABLE

Pihl, B., Systems, Approaches and Educational Broadcasting for Adults, a paper presented to the Second Canadian Educational Communications Conference, Toronto, Canada, 1972.

COUNTRY

Germany

PROJECT

Telekolleg

SPONSORING ORGANIZATION

Bayerischer Rundfunk
8 Munchen 2
Postfach 200508

KEY OFFICIAL

Dr. Walter R. Fuchs
Leiter des programm bereichs
Dusserschulische Ausbildungs programme

DATE OF INCEPTION

January, 1967

PURPOSE OF PROJECT

Telekolleg was developed to offer to its students the opportunity of obtaining a State Diploma (Fachschulreife equivalent to our Canadian High School Diploma) in such a way as to be included in their existing work schedule.

TARGET POPULATION

Telekolleg was originally designed for people living in medium-sized and small towns, and in rural areas who had completed an elementary school program and perhaps a vocational or trade school course. To date, however, the major proportion of students is comprised of salaried people from larger cities and officials working for governmental or state agencies*.

DELIVERY SYSTEM COMPONENTS

1. Television

Telekolleg provides one one-half hour lesson per week, per subject, broadcast over the Study Channel of Bayerischer Rundfunk, repeated once on a different day, at a different time. It would appear that the progress in the course is linear.

2. Correspondence

Materials of up to 7,000 pages in length are sent to the student on demand. These include: material to read in lieu of textbooks, check lists to be completed while the student watches the televised lessons, written assignments or test sheets to be completed after the lesson and self-scoring keys.

3. Weekend Tutorials

Called Kollegtag, these tutorials are conducted every third Saturday from 8 a.m. to 1 p.m. during the three month term. The students, part of Kolleggruppen (study groups), meet in one of 136 centres in Bavaria. The tutors who conduct these Kollegtag as seminars and give some individual supervision are members of the Bavarian Department of Education.

Attendance at the Kollegtag is obligatory if the student wishes to try the final examination.

4. Telephone

Once a term the student can communicate by phone to question or receive counselling from his tutor. This is seen as one preparation for the final examination.

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*Fuchs, Walter R., Telekolleg, A Multi-Media Instructional System, Munich, Bayerischer Rundfunk, (Bayerischer Rundfunk Studienprogramm), p. 6.

DURATION OF PROGRAM

It is understood that each subject can be completed in a three-month term and that three years are required to complete the full Telekolleg program.

ENROLLMENT

At the beginning of the first Telekolleg, in 1967, 20,000 people enrolled. At the end of four months, 5,800 students were found to be in regular attendance at the Kollegtag.

METHODS OF PROMOTING ENROLLMENT

Although no definite promotional "campaign" is outlined in the existing reports, it would appear that government agencies, the German army, and industry have promoted the program within their organizations. In an attempt to accommodate the needs of various students, a new registration form was made up at the beginning of the second scholastic year of Telekolleg.

Form A concludes with the awarding of the diploma. Registration in all subjects is obligatory as well as regular attendance at the Kollegtag. Form B is intended for those students wishing to take just some of the subjects offered. Form C is registration of those students wishing only to purchase further correspondence materials. These are published in book form, and are available at the bookstore.

EXAMINATION AND CERTIFICATION OF GRADUATES

There is at least one intermediate examination and a final examination in each subject, administered by the tutor. Successful completion of the Telekolleg program is signified by the awarding of a High School equivalency diploma, (Fachschulreife).

COSTS

1. Development

The initial grant was 15 million deutschmarks - 7 million deutschmarks being contributed by TV Bavaria (Bayerischer Rundfunk),

5 million deutschmarks contributed by the State, 3 million leutschmarks contributed by the Volkswagen Foundation, and 25 deutschmarks estimated as the student's fee.

2. Implementation

Taking into account only those students who successfully passed the final examination, the costs were estimated at roughly 434 deutschmarks per student.

PRODUCT DEVELOPMENT

To date, courses have been developed which are of a scientific and technological nature, particularly in mathematics, physics, chemistry and technology, algebra, molecular biology, technical drawing, economics and business management, bookkeeping, electrical engineering and economic geography.

Materials being developed include the making available in cassette form, recordings of videotaped lessons.

REPORTS AVAILABLE

Fuchs, Walter R., Telekolleg, A Multi-Media Instructional System, paper published for Bayerischer Rundfunk Studienprogramm, Munich, Bayerischer Rundfunk, 10 p.

Pihl, B., Systems Approaches in Educational Broadcasting for Adults, paper presented at the Second Canadian Educational Communications Conference, Toronto, 1972.

Zoldorf, V., Radio and TV Teaching Programs in Germany, paper distributed through the German Embassy, 1968.

COUNTRY

Guatemala

PROJECT

TGDS, the Voice of Atitlan

SPONSORING ORGANIZATIONS

Catholic Diocese of Oklahoma and subsequently TGDS radio station.

KEY OFFICIAL

Ms. Elizabeth Ann Nick
Director of Educational Station TGDS
(now professor at Florida Atlantic University)

PURPOSE OF PROJECT

TGDS set out to teach basic literacy skills and while doing so, would help to develop Atiteco teachers who would, in the end, assume control of Atiteco education.

TARGET POPULATION

Anyone over 14 years of age.

DELIVERY SYSTEM COMPONENTS

1. Radio

Courses are given twice a year - each course lasts 18 weeks with lessons 3 evenings a week.

Figures on the length of each broadcast are not available at this time.

2. Tutorials in Local Centres

The tutor or "teacher", working as a volunteer, converts his home into a classroom for the benefit of those relatives and friends who wish to follow the program. After the core broadcast, the radio is turned off and the tutor assumes the traditional role of the teacher and explains difficult portions of the lessons and corrects the student's work.

The teachers meet with the director of TGDS once a week and are, themselves, drilled in the material to be presented in the lessons. Basic literacy training was seen to be, in some cases, as necessary for the teacher as for the student. Some teacher training was also needed.

ENROLLMENT

In 1970, the number of students (aged 6 - 40+) participating in the radio school totalled 906.

METHODS OF PROMOTING ENROLLMENT

The number of students between the ages of 6 and 14 who attended the radio school was 240. This is an indication of their dislike of the government school and of a climate receptive to the idea of an alternative.

Once a member of a family or of a working group becomes literate, the rest of the group tends to wish to accomplish the same task. The success of the school's students, then, and the broadcasts themselves, act as primary promotion tools.

COSTS

1. Development

An initial expenditure of $4,000 was used to purchase the radio station and materials.

2. Implementation

Following is a table of operating expenses for 1969, 1970 and 1971:

Year	Operating Expenses
1969	$3,736
1970	$3,140
1971	$3,434

REPORTS AVAILABLE

Early, John D., "Education Via Radio Among Guatemalan Highland Maya", Human Organization, Vol. 32, No. 3, Fall 1973, pp. 221-229.

COUNTRY

South Africa

PROJECT

University of South Africa

SPONSORING ORGANIZATION

University of South Africa
Pretoria
South Africa

KEY OFFICIAL

Professor G. Marais
Director
School of Business Leadership

PURPOSE OF PROJECT

The University of South Africa developed a learning system which would offer courses leading to a Masters in Business Leadership degree and a Doctorate in Business Leadership for those students living too far to attend the university.

TARGET POPULATION

Those students having already received a Bachelor of Arts Degree or having three years experience on the job.

DELIVERY SYSTEM COMPONENTS

1. Correspondence

Written lectures and study guides are provided to the students as well as individual assignments.

2. Study Groups or Clubs

Forty-four study groups, in various locations, have been organized, with no more or less than four or five students per group. At the study group sessions, case studies are discussed and group assignments completed.

3. Telephone Service

There is a fortnightly, two-line communication with all study groups.

4. Other Classes

During the four years of study at the University of South Africa, there are 600 meetings and residential training periods at Pretoria. Students of "Year One" spend one week at the beginning of a course at the Pretoria campus. "Years Two and Three" have one week residential period at the beginning and two weeks at the end. The student writes his dissertation during his fourth year.

ENROLLMENT

There is little available material which discusses the enrollment.

EXAMINATION AND CERTIFICATION OF GRADUATES

There are terminal examinations at the end of each year. At the end of "Year One", there is one examination for each of the five subjects. At the end of each of the succeeding years, there are two examinations in each of four subjects - one of these examinations in theory and the other in a case study. The courses lead to a Master's Degree in Business Leadership.

PRODUCT DEVELOPMENT

The materials developed to date have been in the area of Master and Doctor of Business Leadership courses.

At present, the university is experimenting with videotape and constant telephones and telewriters.

REPORTS AVAILABE

Marais, G., "A Graduate School of Business for the Seasoned Executive," Pretoria, School of Business Leadership, University of South Africa, 1972.

Marais, G., "A New Development in Training by Correspondence - Management Training by Teletuition", Pretoria, School of Business Leadership, University of South Africa.

Marais, G., Management Training by Teletuition, (lecture delivered at the Third International Productivity Congress, Vienna, Hofburg, 1970.

COUNTRY

United Kingdom

PROJECT

The Open University

SPONSORING ORGANIZATION

The Open University
Walton Hall
Milton Keynes
England

KEY OFFICIAL

Professor James
Dean of Educational Studies

PURPOSE OF PROJECT

In order to equalize educational opportunities, the British Open University was organized to provide to as many people as were interested, access to higher education.

TARGET POPULATION

The British Open University was intended to be truly open to any one interested in following the course. The only limit applied, was an age level restricting high school students, except for those who were exceptional academically.

DELIVERY SYSTEM COMPONENTS

1. Radio

One 20 minute program per week intended as enrichment to a basically print-oriented course.

2. Television

One 25 minute program every two weeks intended as supplemental or enrichment to the print-oriented course.

3. Correspondence

Each course is divided into units, and it is understood that the student will cover one unit per week. The printed materials consist of readings, lectures, books, notes, assignments to be sent to the tutor.

4. Audio-Cassette Tapes

These are used primarily in foreign language courses where assignments are sent back to the tutor for marking.

5. Regional Learning Centres

There are 300 learning centres in 13 regions of England, where the student can use the learning facilities, have access to computer terminals, can have space to study if he wishes, can receive tutorial instruction and counselling. Each student is expected to partake of 4½ to 7 hours of face-to-face instruction at one of these centres out of each 170 hours of study.

6. Other Classes

Some courses demand one week of summer school. Eight of the universities in England, conduct 12 weeks of summer school in which, thus far, 25,000 students have participated.

7. Books

Rather than using a basic text, the courses use "course books" which are comprised of written lectures. These are available at a discount through one of the local book sellers.

ENROLLMENT

At present, the British Open University has 40,000 students - 21,500 on post-foundation courses; 18,500 following foundation courses.

EXAMINATION AND CERTIFICATION OF GRADUATES

In applying for one of the British Open University courses, it is not necessary to strive toward a degree. If the student wishes, he can accumulate credits toward a degree, but he must state his choice at the beginning. There are 150 examination centres throughout England for terminal examinations at the end of each course.

Each one-half credit course is comprised of 170 study hours. Each one credit course is comprised of 360 study hours. The British Open University makes use of general credit exemptions for those who have had some higher education before beginning a course with the Open University. The Open University, is at present, working with the Counsel of National Academic Awards, a body which validates awards outside a university, in an attempt to get a national system of credit transferability. The final degree, offered by the Open University, is a Bachelor of Arts or Science.

PRODUCT DEVELOPMENT

1. Materials Developed to Date

Courses developed to date include foundation courses in Humanities, Social Sciences, Mathematics, Science and Technology, as well as some higher level courses in these areas.

2. Materials Being Developed

A post-experience program is in the process of development. It is intended to be a post-vocational program.

COSTS

1. Implementation

At present, the cost of implementation is 200 £ per student per year. The Open University could add students at 130 £ per student.

REPORTS AVAILABLE

The Open University, New York, Harper and Row, 1973.

The Open University - BA Degree Handbook, 1973, Milton Keynes, England, Open University Press, 1972.

The Open University - Guide for Applicants for Undergraduate Courses, 1974, Bletchley, England, Open University Press, 1972.

The Open University, (taped address) by Professor James, Dean of Educational Studies, Third Annual Educational Communication Conference, Vancouver, British Columbia, June, 1973.

COUNTRY

United States

PROJECT

RFD

SPONSORING ORGANIZATION

University of Wisconsin - Extension
821 University Avenue
Madison, Wisconsin 53706

KEY OFFICIAL

Boris Frank
Director

PURPOSE OF PROJECT

RFD was a multi-media program designed to change both the attitude and overt behavior of participating RFD members.

TARGET POPULATION

The Summary Report of 1972 declares that RFD was aimed at members of that segment of the population who are limited in their competence to adequately function in common adult roles as they are cast in the environment of contemporary American society.

DELIVERY SYSTEM COMPONENTS

1. Radio

These are weekly one-half hour programs based on the Content Centers.

2. Television

WHA-TV broadcast weekly one-half hour programs based on the Content Centers. These programs consisted of 15-20 segments per program and were aimed primarily at entertaining their audience.

3. Telephone

There are toll-free twenty-four hour telephone services called "Action Line" which would refer clients to the appropriate social agencies.

4. Almanac

These were monthly bulletins sent to members as a means of delivering information and of encouraging further participation in the project.

5. Home Visits

Eight paraprofessionals were hired and trained to conduct weekly tutorial visits at the homes of some of the participants.

ENROLLMENT

Although no specific figures are available, the RFD Summary Report of 1972 states that 5,000 people contacted RFD for some material from the program.

METHODS OF PROMOTING ENROLLMENT

RFD entered into a public promotional campaign involving paid TV, radio, and newspaper ads, press releases, free mailings put into phone and hydro bills, USDA mailings, a TV Guide Story, posters for buses, subways, trains, banks, offices, etc.

PRODUCT DEVELOPMENT

Four Content Centers were developed containing a Syllabus from which the participant could order only those lessons he wished.

RFD ran as a project from 1969 to 1972. For the year 1972-73, Project 360°, using the same techniques, was developed to serve the needs of underemployed people in a 13 state area.

For 1973-74, The American Pie Forum, again a project of the University of Wisconsin, will focus on career education.

COSTS

1. Development

Research and development	$ 95,800
Development of materials and programs	$419,800
TOTAL	$515,600

2. Implementation

Operational costs	$138,300

Further elaborations and cost analyses are available in the RFD Summary Report, 1972.

REPORTS AVAILABLE

The RFD Project, A Summary Report of the Development, Field Testing and Evaluation of a Multi-Media Program in Continuing Education for Adults, University of Wisconsin, (Extension Division), Madison, Wisconsin, September, 1972.

COUNTRY

United States

PROJECT

Sesame Street

SPONSORING ORGANIZATION

Children's Television Workshop
1 Lincoln Plaza
New York
New York 10019

KEY OFFICIAL

Mrs. J. G. Cooney
President

PURPOSE OF PROJECT

Sesame Street was initially designed to teach prereading skills, and some problem-solving skills through a system which would coordinate research and television production techniques.

TARGET POPULATION

The preschool children, ages 3 to 5, particularly from the disadvantaged populations of the urban and rural United States represented the target population.

DELIVERY SYSTEM COMPONENTS

1. Television

Sesame Street is a one-hour program, broadcast 5 days per week over public and commercial channels. The programs contain segments varying in length from 30 seconds to 10 minutes.

2. Tutorials in Local Centres

The Children's Television Workshop Newsletter of July 6, 1973, points out that local governments, in co-operation with CTW began an 8-week program employing high-school students as tutors of pre-school groups during the summer months. The intent of the project was to help prepare pre-schoolers for entry into elementary school.

ENROLLMENT

CTW estimates that 9 million children watched Sesame Street during the 1972-73 season.

METHODS OF PROMOTING ENROLLMENT

Before the initial broadcasts in 1969, a number of tutors were hired who, after a short training session, visited families in the ghetto areas of New York City to discuss the program and its aims with parents.

Releases describing the program were sent to local TV stations, libraries, schools, and The Day Care Centers in New York City.

Free mailings were included in phone and light bills, and welfare checks.

Sound trucks, colorfully decorated, visited the target areas featuring the stars of the program. Paid advertisements were placed in neighborhood newspapers and posters were placed in subways, barbershops, etc.

PRODUCT DEVELOPMENT

To date, CTW has developed the Sesame Street television program and sends portions of the cast on tour to give live performances around the country. Sesame Street story books and toys have been developed and sold

over the counter in major stores. These toys are based on the teaching techniques employed in the TV program. A bilingual Sesame Street magazine has been developed with follow-up activities to be performed after the program.

A television program called, The Electric Company, has been developed for use in the classroom to improve the reading skills of the first three primary grades.

COSTS

1. Development

1968-70 Start-Up Period:

Research and Evaluation	$ 605,600
Community Relations	662,600
Corporate Support	1,324,500
Program	4,266,800
TOTAL	$6,859,500

2. Implementation

For the 1972-73 Fiscal Year:

Domestic - production of Sesame Street programs	$ 3,933,600
Operating costs over and above production	11,415,100
TOTAL	$15,415,100

REPORTS AVAILABLE

"A New Reading Program", New York, Children's Television Workshop, January, 1971.

Ball, S. and Bogatz, G. A., A Summary of the Major Findings in "First Year of Sesame Street: An Evaluation", Princeton, New Jersey, Educational Testing Service, October, 1970.

Ball, S. and Bogatz, G. A., A Summary of the Major Findings in the "Second Year of Sesame Street: A Continuing Evaluation", Princeton, New Jersey, Educational Testing Service, November, 1971.

Children's Television Workshop Annual Report, New York, Children's Television Workshop, September, 1973.

Children's Television Workshop Newsletter, New York, Children's Television Workshop, Number 29, May 18, 1973.

Children's Television Workshop Newsletter, New York, Children's Television Workshop, Number 30, July 6, 1973.

Children's Television Workshop Newsletter, New York, Children's Television Workshop, Number 31, November 16, 1973.

Children's Television Workshop '72, A Special Report from the Children's Television Workshop, New York, Children's Television Workshop, July, 1972.

Gibbon, S.Y., and Palmer, E. L., "Prereading on Sesame Street", New York, Children's Television Workshop, June 1, 1970.

Reeves, B. F., "Formative Research During the Prebroadcast Season", (no publisher).

Reeves, B. F., "The Responses of Children in Six Small Viewing Groups to 'Sesame Street' Shows", New York, Children's Television Workshop, July 20, 1971.

Connell, David D., and Palmer, Edward L., (Remarks) before the "International Seminar on Broadcaster/Research Co-operation in Mass Communication Research", University of Leicester, England, December 19, 1970.

"Television for Preschool Children: A Proposal", February, 1968, (no publisher).

COUNTRY

United States

PROJECT

SUN

SPONSORING ORGANIZATION

State University of Nebraska
Lincoln, Nebraska

KEY OFFICIAL

Mr. Jack McBride
Executive Director and
Special Assistant to the
President

PURPOSE OF PROJECT

SUN proposes to make available the opportunity for enrollment in a non-resident two-year curriculum leading towards a degree. Twenty courses would be offered over four semesters.

TARGET POPULATIONS

The available reports indicate a possible clientele from the following groups: high school graduates; those people prepared to participate in adult education; high school seniors desirous of obtaining freshman year college credits while still in high school; those people employed wishing college credit for selected courses; professionals desiring college credit for certification renewal and professional growth; and adults following courses for personal enrichment purposes.

DELIVERY SYSTEM COMPONENTS

1. Television

Twenty-nine minute programs in color are being prepared for broadcast over the Nebraska ETV network. These broadcasts are made up of instructional segments varying in length from 60 seconds to 6 minutes.

2. Audio Cassettes

Where applicable, a series of audio units of varying lengths is being prepared.

3. Newspaper

Where applicable, lessons will be provided via newspapers.

4. Correspondence

All correspondence kits will include a syllabus, study guide, printed course materials and where applicable, a text, workbook, self-tests, etc.

5. Regional Learning Centres

Existing educational institutions and public libraries make it possible to establish learning centres within 60 miles of each student. Viewing, listening, reading, tutorial and conference facilities will be available to him at these centres.

6. Telephone

A telephone service will be available based at the learning centre and at SUN faculty headquarters to allow students counselling facilities from the course tutor or professor.

7. Tutors

Tutors will be hired to conduct telephone and face-to-face tutorials based at the learning centre. Students will be encouraged to communicate with tutors by mail.

ENROLLMENT

The SUN proposal shows a possible enrollment of 371,000 students. The report indicates a projected initial enrollment of 2,433 students or 1.2% of the population of a given area.

METHODS OF PROMOTING ENROLLMENT

No data available regarding the specific means to be employed. Reports show a projected $20,00 expenditure for enrollment promotion.

EXAMINATION AND CERTIFICATION OF GRADUATES

Examination will be held at regional learning centres or on a University of Nebraska campus.

SUN will provide for the awarding of a certificate upon the development of specific competencies, an associate degree, to be awarded after two years of college work, and the more traditional bachelors and advanced degrees.

PRODUCT DEVELOPMENT

1. Products Developed

To date, SUN has developed part of a course in Accounting and the staff is in the process of developing courses in Psychology, Earth Sciences, Economics, Sociology, Philosophy, Art Appreciation, Biology and Physiology.

2. Process of Development

The following is an outline of an eighteen step process used by the SUN staff in designing instruction:

Step 1: Establish profile of the target population;
Step 2: Conduct needs assessment;
Step 3: Define broad course goals;
Step 4: Arrange content material;
Step 5: Outline sequence for objectives;

Step 6: Write specific learning objectives;
Step 7: Prepare criterion test items;
Step 8: Decide on structure to achieve objectives;
Step 9: Assign media priorities;
Step 10: Create stimulus situations;
Step 11: Write instructional material;
Step 12: Produce instructional material;
Step 13: Compile instructional modules;
Step 14: Field test;
Step 15: Instructional diagnosis;
Step 16: Decision to recycle or disseminate;
Step 17: Revision and remake;
Step 18: Operational Dissemination.

COSTS

1. Development

The reports indicate development costs of $215,450.

2. Implementation

The available reports project costs of $1,051,150 for the year of operations, tapering to $711,405 by 1975-76.

REPORTS AVAILABLE

Cavert, C.E., "An Approach to the Design of Mediated Instruction", Lincoln, Nebraska, Great Plains National, June, 1972.

"SUN FY 1973 Project Report Appendix", Lincoln, Nebraska, University of Nebraska, May 1, 1973.

"SUN FY Project Report Appendix", Lincoln, Nebraska, University of Nebraska, May 1, 1973.

COUNTRY

United States

PROJECT

TV College

SPONSORING ORGANIZATION

TV College
3400 North Austin
Chicago, Illinois 60634

KEY OFFICIAL

Dr. James J. Zigerell
Executive Dean
Learning Resources Lab, and
TV College

PURPOSE OF PROJECT

In 1956, the TV College was established as a feasibility study for offering a two-year Community College course on open-circuit television for home viewers. The course which began in 1956 has been in force ever since.

TARGET POPULATION

TV College was begun as a Community College and therefore, accepted all post-secondary students without regard to educational background. After 1964, the Community College also began to accept "gifted" high school students.

DELIVERY SYSTEM COMPONENTS

1. Television

Until 1964, television broadcast lessons were given three times weekly and were 30 minutes long. To cooperate with the time schedule on campus, the classes, after 1964, have been offered twice a week and are 45 minutes in length.

2. Correspondence

A study guide or syllabus stating the objectives of the course and nature of student projects is given to the student upon registration.

Included in the printed course materials are programmed learning materials and self-scoring materials.

3. Newspaper

The newspaper is used strictly for promotion of TV College. The reports available do not indicate in what way this is accomplished.

4. Credit Bulletin

Periodically, a Credit Bulletin is sent to the student. This bulletin contains reminders of times and places of examinations, tutors' phone numbers, information regarding new course developments, etc.

5. Weekend or Other Classes

These are not mandatory and are not part of the telecourse. It is to be noted that from 1956-64, only 10% of the students were awarded a degree entirely by TV. The other 90% of graduated students took, on an average, one semester of their work by TV.

6. Tutors

Section teachers are employed to mark student's correspondence assignments and to conduct telephone and face-to-face interviews with students. These conferences are optional in most courses, but are mandatory in such courses as Secretarial Sciences and Foreign Languages.

ENROLLMENT

In 1956, credit enrollment in TV College was 4,392 and by 1964, this figure increased to 9,701.

EXAMINATION AND CERTIFICATION OF GRADUATES

There are two mid-term examinations and one final. All examinations are administered on campus.

Graduates are awarded either an Associate in Arts degree or an Associate in Applied Science degree.

PRODUCT DEVELOPMENT

Unitl 1964, the courses were 15% occupational and technical. After 1964, the State Law required that 33 1/3% of the courses offered at the Community College level be technical and occupational.

TV College has introduced courses in Skills for Living and Occupational Skills and has expanded their teacher in-service training program.

COSTS

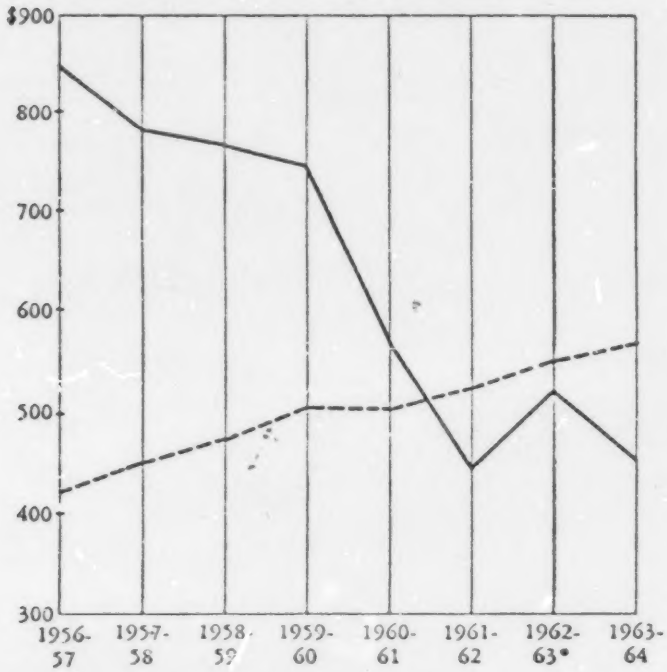
1. Development

   In 1956, the Ford Foundation financed the development of the experiment with a $500,000 grant. Since 1959, the project has been supported entirely by the Chicago Board of Education.

2. Implementation

   The following graph is all that is available from the existing reports:

FIGURE 2 — Graph Showing Relative Costs of TV and Conventional Instruction Per Full-Time Equivalent Student Per Year (30 credit hours) from 1956 to 1964



Key: Continuous line represents costs of TV instruction
Broken line represents costs of conventional instruction

*Temporary rise in TV costs between 1962 and 1963 is result of following factors: a) introduction of trimester organization with substantial increase in teacher salaries; b) increase in studio charges; c) decrease in Winter Trimester enrollment because of loss of in-class and concurrent TV students during period of transition from semester to trimester organization.

REPORTS AVAILABLE

"Eight Years of TV College: A Fourth Report", Chicago Public Schools, September, 1964.

Zigerell, J.J., "Abstract of Paper", Chicago, Learning Resources Laboratory and T.V. College.

COUNTRY

Japan

PROJECT

NHK Gakuen Correspondence Senior High School
NHK, Tokyo

SPONSORING ORGANIZATION

NHK, Tokyo, Japan

TARGET POPULATION

Any male or female having fulfilled the Junior High School prerequisites can register and follow the course.

DELIVERY SYSTEM

1. Television

2. Radio

3. Telephone

4. Correspondence

Students follow up their broadcast lessons with correspondence lessons. They send in a monthly progress 'report' which is marked and returned by the main school in Tokyo.

5. Compulsory Attendance

Students attend school 20 days during the year at prearranged times. The schooling sessions are held 8 times a month at the main school or twice a month at the co-operating schools throughout Japan.

6. Schooling Camp

Teachers and broadcast instructors travel to various regions to conduct schooling camps twice a year for four nights and five days. These are intended to provide interview guidance directly to the student.

EXAMINATIONS

There are three interim exams and one final examination for each course offered.

CERTIFICATION

The Correspondence Senior High School can be completed in four years at which time a Senior High School certificate is awarded.

SUMMARY CHART OF DELIVERY SYSTEMS OF OPEN LEARNING SITUATIONS

Legend: ✓ Component in use M Student use is mandatory	Brazil - Televisão Universitária	Czechoslovakia - Television University	Denmark - Radio Denmark	Germany - Telekolleg	Guatemala - TGDS	South Africa - University of South Africa	United Kingdom - The Open University	United States - RFD	United States - Sesame Street	United States - SUN	United States - TV College
1. Newspaper								✓		✓	✓
2. Radio	✓		M		M		✓	✓		✓	
3. Television	M	M	M	M			✓	✓	M	✓	
4. Correspondence	M	✓	M	M	M	M	M	✓		✓	M
5. Audio Tape Cassette										✓	
6. Telephone			✓			M		✓		✓	✓
7. Computer-Assistance (Assignments, Scheduling)							✓				✓
8. Regional Learning Centres			✓	M		M	M			✓	
9. Tutorials in Local Centres	M								✓	✓	
10. Study Clubs or Groups		✓	✓		M	✓					
11. Weekend or Other Classes				M		M	✓				✓
12. Home Visits								✓		✓	
13. Film Strips										✓	
14. Syllabus or Study Guide						✓				✓	✓
15. Examination	M			✓		M	M			✓	M
16. Film		✓					✓				
17. Books			✓				✓	*			
18. Slides											
19. Certificates			**	**		**	**			**	**

* United States - RFD ..... Almanac (monthly)

** Denmark - Radio Denmark ..... Certificate of Completion
Germany - Telekolleg ..... Vocational High School Diploma
South Africa - University of South Africa ..... MBL or DBL
United Kingdom - The Open University ..... Bachelor of Arts Degree
United States - SUN ..... Certificate of Completion Associate Degree B.A.
United States - TV College ..... Associate in Arts Degree

Use of Television and Radio as Components of the Delivery Systems of Four Community Colleges

Miami-Dade Community College

Television

Each course offered through Miami Dade's Open College has several components, each of which is complementary to the other.

The television component consists of one program per week, on a fixed time schedule, devoted to a given topic. One half of the program is a documentary designed to increase the community's awareness of the severity of the problems discussed. The second half of the broadcast is a panel discussion in which the moderator poses questions on the week's topic and resource people and experts respond.

Radio

Immediately following the television broadcast, a one-hour phone-in radio broadcast takes place. Available schedules indicate that neither TV nor radio broadcasts are repeated.

Some courses are given only by radio in a series of two, one-half hour lectures per week and a one-hour phone-in discussion broadcast per week.

Milwaukee Area Technical College

Television

Since most of the courses given at this college are of a technical and vocational nature, MATC formed a "College of the Air" to carry certain core courses such as American Institutions, Basic Economics, and Principles of Design.

The series consist of half-hour color broadcasts with a minimum of lecturing. Each lesson is broadcast via VHF during the morning, repeated in the afternoon and again via UHF during prime evening time.

The lessons are available for playback at tape centres in each of the four MATC campus libraries.

The College of the Air courses are also available at social agencies and community centres for those students who have no television.

Project Outreach (proposal)

Television

Courses designed for use by the consortium of colleges will be made available to students via open-circuit television. Thirty 30-minute lessons are proposed for each course. The task force also sees a necessity for access to cable television and videocassette.

Television is one of many components of the delivery system and although it is considered the central component, it does not bear the total burden of instruction.

Radio

Radio is intended to be used to reinforce the visual delivery. Radio is also seen as a means of catching up on missed lectures, etc.

T.V. College

Television

All students enroll in T.V. College through one of the Chicago City College campuses. Most students who graduate from the two-year program have completed one semester through television. There are, however, some students - those who are invalids or who are in penal institutions - who have graduated by following their courses entirely on television.

All television lessons can be viewed exclusively off-campus, exclusively on-campus or as a supplement to a live lecture on-campus.

There are two forty-five TV broadcast lessons per week. Each lesson is broadcast during the day and repeated once that evening or the following evening.

Summary Chart of Delivery Systems of Open Community Colleges

	On-campus Learning Lab.	Off campus Learning Centre	Television	Videocassette	Radio	Audiotape	Correspondence	Prog. Learning Printed Materials	Telephone	Tutors	Seminars on-campus	Study Groups or Seminars	Home Visitors	Computer Assistance	Film Strip	Slides	8 mm or 16 mm film	Field Trips	Examinations	Certificate or Diploma
Central Nebraska Tech.	✓	✓		✓		✓	✓	✓	✓		✓						✓		✓	✓
Forest Park Com. College	✓					✓		✓		✓									✓	✓
Fullerton Junior College	✓			✓				✓								✓	✓		✓	✓
Junior College District of St. Louis	✓			✓	✓									✓		✓			✓	✓
Mercer Country Com. Col.	✓			✓	✓			✓											✓	✓
Miami-Dade Community College	✓		✓	✓			✓	✓	✓					✓				✓	✓	✓
Milwaukee Area Community College		✓	✓				✓	✓	✓		✓		✓						✓	✓
Non-Traditional Com. Col.		✓					✓	✓	✓					✓					✓	✓
Project Outreach		✓	✓			✓	✓	✓	✓					✓						
Santa Fe Junior College	✓				✓		✓			✓									✓	✓
The College of the Whole Earth	✓			✓		✓		✓		✓	✓	✓							✓	✓
Navajo Community College		✓			✓	✓		✓	✓	✓			✓							
TV College-Chicago			✓	✓			✓	✓	✓	✓	✓								✓	✓
Oakland Community Col.	✓			✓		✓		✓		✓							✓		✓	✓

DIRECTORY OF COMMUNITY COLLEGES LISTED ON PAGE 126

Central Nebraska Technical Community College,
Lincoln, Nebraska

Forest Park Community College
St. Louis, Missouri

Fullerton Junior College
Fullerton, California

Junior College District of St. Louis,
St. Louis, Missouri

Mercer County Community College
Mercer County, New Jersey

Miami-Dade Community College
Valencia College
Orlando, Florida

Milwaukee Area Technical College
Milwaukee, Wisconsin

Navajo Community College
Chinle, Arizona

Non-Traditional Community College
St. Louis, Missouri
(in proposal form only)

Oakland Community College
Bloomfield Hills, Michigan

Project Outreach
Coast Community College
San Diego, California

Santa Fe Junior College
Gainesville, Florida

The College of the Whole Earth
California
(in proposal form only)

T.V. College
3400 N. Austin Ave.
Chicago, Ill. 60634

CHAPTER VI

ETV IN CANADA: THREE SCENARIOS

Dr. John A. Niemi*

INTRODUCTION

Although Canada boasts a rich history in the use of the mass media in adult education, this experience largely occurred prior to the establishment of the first two TV stations by CBC in Montreal and Toronto in 1952. Until then, this vast land had been spanned by radio. It produced two adult education programs that were destined to become famous in Canada and to draw favourable attention from other countries. An important reason for the vitality and success of the National Farm Radio Forum and the Citizens' Forum lay in their augmenting of broadcasts with organized listening groups. These groups not only had access to supplemental materials; they also provided feedback in the form of reports to the provincial offices.

Although these two series offered a successful format for adult education programs, its potential for TV has been explored largely outside Canada. Much research remains to be done in Canada into the whole area of TV as a medium to assist adults to learn. Here, it is worthwhile to pause briefly to consider what is meant by learning. I refer to the widely accepted proposition that the process involves a lasting change of behaviour as a result of the learner's experiences. As for the learner, Houle describes him as follows:

> One who increases his skill, his knowledge, or his sensitiveness. This result may be brought about as a result of purposefully educational effort on his part, purposefully educational effort on the part of an educator, or as a by-product of a random activity or one designed to achieve essentially non-educational purposes (16:232-233).

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*Associate Professor of Adult Education
University of British Columbia, Vancouver, B.C.

As Houle implies, learning may take place by design, through "purposefully educational effort" on the part of the individual learner or on the part of an educator; or learning may take place by chance through informal activities. Elsewhere, he describes the adult learner as one who, as an individual or as a member of a group, seeks to improve his skill, knowledge, and sensitiveness throughout the life span (19:48).

As indicated previously, after twenty-two years of TV programming in Canada, there remains a dearth of research on the topic of adult learning through TV, either by design or chance. The research to date can be compared to the tip of an iceberg, with the huge underlying mass of it represented by the investigations still to be pursued. Certainly, the 1970 study by the Special Senate Committee on Mass Media confirmed the potential of TV as a medium for learning. An attitude survey, based on interviews conducted with a national random sample of Canadians, disclosed that

> television is identified by more people than either newspaper or radio as being more factual, influential, educational, open, and frank, the most personal, and the one in which the family gets most interested (35:9).

An indication of the size of this potential group of adult learners was given by Dickinson, who extracted data from the 1970 Survey of Selected Leisure Time Activities conducted by Statistics Canada. On the basis of this stratified probability sample, which surveyed approximately 67,000 respondents in ten age groups from 14 to 70 plus, he reported that 94.7 percent of the Canadian adult population spent some time each week watching TV (12:5).

Three Scenarios

It is convenient to group the available research on adult learning via TV in the form of three scenarios. The first scenario begins in 1951 and extends to 1970. In this scenario, the available research consists primarily of descriptive survey studies done by public TV (CBC) on their educational programs for adults, along with two studies done using a private CTV station. The second scenario begins in 1968 and focuses primarily on the research done by educational TV. This scenario will mention briefly Quebec's experiments in social "animation", and concentrate on the available research on adult education over English-speaking ETV stations located in Alberta and Ontario. It is hoped that this article will be instrumental in bringing to light evaluative studies which are not normally found in libraries and so could be classified as fugitive materials. An important point to remember is that the development of ETV in this country has not parallelled the growth of educational programming in our neighbour to the south, because of the limited funds available here for adult programming. There are not federal funds for this activity, as there

are in the United States through the Corporation for Public Broadcasting. Moreover, when a program is offered in Canada, the funds and staff to conduct evaluative research are non-existent. Our third scenario begins in 1968 and investigates a new medium for adult learning -- Cable TV. It provides another dimension by making facilities for adult programming available to community groups. This article will close with a brief look at the future by reporting the findings of a number of recent futurologic studies completed in Canada

Scenario I

Our first scenario begins in 1951, a year before the establishment of the first two CBC TV stations. The 1951 Report of the Royal Commission on Arts recommended "that the direction and control of television in Canada continue to be vested in the Canadian Broadcasting Corporation" (32:303). By 1955, the impact of TV in Canada led the government to establish a Royal Commission on Broadcasting which saw the problem role of broadcasting as

> first, to inform (news, public events, the reporting of facts); secondly, to enlighten (interpretation of news, education, discussion, debate on facts); thirdly, to entertain (enjoyment, relaxation); and, fourthly, to sell goods (advertising, distribution of goods and services) (30:44).

Here, the term "education" conveys the broadcasters' intent to sponsor cultural programs such as public affairs documentaries, panel discussions, music appreciation, etc., as an approach to informal learning. The importance attached to this broad view of education has been recognized by the public. Miller reported the result of a 1962-63 CBC survey to assess public opinion on CBC's role as follows:

- to encourage Canadian talent;
- to contribute to the education of the people;
- to let people know what's happening in the world today;
- to entertain the public;
- to help Canadians in all parts of Canada understand and learn about each other;
- to help French and English Canadians to understand and learn about each other (23:21-22).

The significance of this data is further supported by CBC research reported by Miller. His comment about public attitudes toward the aims of CBC broadcasting was that "the specific educational aim rates more highly than the entertainment aim" (23:22).

A further attempt by the 1965 Committee on Broadcasting to define education in relation to broadcasting resulted in an overlapping list

which included the following types of programs: school and university; vocational training; special enlightenment aimed at popularizing and developing certain skills or knowledge in arts, crafts, hobbies, and sciences; and general enlightenment of a liberal arts nature (31:271-272). In these latter two "enlightenment" categories, much good work was done in the sixties, when programs bore names like "The Lively Arts," "Explorations," and "The Nature of Things."

CBC also attempted to design programs for adults in the first two categories: school and university, and vocational. CBC research studies on four such programs will be reported, along with one University of British Columbia study. One CBC study, published in 1961, reports on the first TV credit course, which belongs in the category of school and university. One non-credit study belongs to the category of English language training. The other two CBC studies and the UBC study of non-credit programs belong to the category of vocational training.

The University of Toronto credit course offered by CBC and called "Beginning Russian" was a collaborative effort of the Department of Slavic Studies of the University of Toronto and CBC. The programs consisted of 48 half-hour TV lessons telecast during the 1960-61 season. Serious viewers were advised to use a specially designed TV study guide, along with a Russian grammar text and workbook. Those enrolled for credit were asked to complete written work and to attend tutorial classes and so be entitled to take the final examination.

The evaluation of the course focused primarily on the audience attracted to the program and their reactions to it. A survey was conducted at about the half-way point. Through telephone interviews and mailed questionnaires, an estimated figure of 1,100 regular viewers was claimed. Data to support this estimate consisted of the number of textbooks and study guides that were sold. A questionnaire returned by 715 persons, who were treated as representative of regular viewers, revealed an audience with a median age of 37 years and an over-representation of persons with higher-status positions and higher levels of formal education. Concerning this type of course, a recommendation was made that means be found for stimulating interpersonal contact to overcome the intrinsic one-way nature of the TV learning experience (5). Another source reported that 27 persons who took the course for credit persisted in it and wrote the final examinations, and 21 successfully completed the course (23:31).

The four CBC short courses which will be reported on are "Let's Speak English," two courses on the topic "The Business of Farming," and the "TV Chautauqua." The first short course aimed at providing instruction in English to non-English speaking adults. The course consisted of 78 half-hour programs over a 26 week period and represented a co-operative effort between the Metropolitan Educational Television Authority of Toronto and CBC. After an extensive publicity campaign, the students were advised to purchase three textbooks for use with the telecast. The television teacher used a conversational approach, dramatization, and pictures, and encouraged mimicry by the viewers. In order to obtain some feedback on this experimental course, a telephone survey sought information about the impact of the program. One important finding was that individuals who viewed the program with others tended to persist

with the course. The implication for further programs aimed at a non-English speaking population is that there seems to be merit in encouraging viewers to organize into small study groups. A second finding related to the heterogeneous adult audience. While persistent viewers with low proficiency in English derived the most benefit, the majority of viewers who had some proficiency in English expressed a degree of frustration because the course did not meet their needs. Another shortcoming involved the inadequate strategies which were used to promote the program among the non-English speaking groups. This situation points to a need for using informal and other information networks, such as the ethnic press, to get the message out to these groups (20).

The first of the two CBC televised short courses entitled "This Business of Farming" was organized as five one and a half hour programs telecast during the week of January 15-19, 1962. The course was developed collaboratively by the Manitoba Department of Agriculture and Conservation, the University of Manitoba, and CBC. It was telecast over three TV stations with a primary goal of reaching a larger segment of the farm population than had been reached through regular extension courses. The telecasts were divided into three content areas -- two days to beef cattle, two days to field crops, and one day to farm and home improvement.

A survey research study of the audience had one major shortcoming: the decision to omit an assessment of the amount of learning that may have occurred among the farmers. From the telephone interviews of a sample population, a large daily audience of viewers was discovered, two-thirds of whom had never attended any instructional course on farming. One group that was not effectively reached was the small farmer. His previous non-participation in courses may be the reason why only a limited number became involved in the televised short course. As for the telecasts, there was criticism that they were too general and lacked detail on particular topics (13).

The other CBC short course on "This Business of Farming" also consisted of five telecasts, which were prepared as a joint effort of the Departments of Agriculture of Manitoba, Saskatchewan, and Alberta and CBC. These one-hour programs were telecast to the farmers of the three provinces during the week of January 6-10, 1964. The first four programs dealt with soils, crops, cattle, etc., while the fifth program was different in each province: for Manitoba, education and career opportunities; for Saskatchewan, improving the farmstead; and, for Alberta, farm management. Once again, a survey research study was conducted through telephone interviews. It was discovered that a large audience had viewed at least part of the series and that a large segment of them had not attended a Department of Agriculture extension course. Again, because the primary objective was the dissemination of information on the topics named, no attempt was made to assess the amount of learning that took place. Although the audience reaction was very favourable, it was suggested that certain topics should be given more detailed treatment (40).

The UBC research related to a TV series conducted by the British Columbia Department of Agriculture for the fruit-growers of the Okanagan Valley and telecast over CBC. This "TV Chauteuqua" was a substitute for the District Hall Program. The series first appeared during the week of January 28 - February 1, 1963, and was repeated during the week of January 27-31, 1964. A five percent random sample of orchards was selected, and data were gathered through personal interviews with the decision-makers in each orchard during the week of April 13-17, 1964. In order to determine the impact of "TV Chautauqua," three innovations that were introduced to orchardists through the programs for the first time were studied. From the interviews, it was found that

> television can be an effective medium for informing agricultural populations about innovations or altered practices but, like other information sources, it is more effective with the earlier than the later adopters. It does reach more laggards than anything else; however, it is primarily effective only at the awareness stage (43:74).

The program was also evaluated by the participants. An attitude scale was used to assess the viewers' reactions to the TV program. It was reported that the orchardists found that it provided useful information. A true and false test was constructed to measure the content remembered, with the result "that the higher adopters retained more of the information disseminated by television than did the lower adopters" (43:66). Although Verner and Millerd found that learning did take place, their final conclusion was that "television is not an adequate substitute for systematic adult education" (43:74).

At the conclusion of Scenario I, it is important to record one further development which occurred as a result of the 1957 Royal Commission on Broadcasting. Legislation was passed which created the Board of Broadcast Governors in 1958 as a body which assumed control of TV in Canada from CBC. In December 1960, the Governors approved the creation of the CTV television network, whose main effort in adult education was directed toward developing a non-credit series at the first year university level called the "University of the Air." Its aim was to provide background for further study, wider reading and deeper understanding of current and classical topics and problems (36:68). Perhaps the reason why no research exists on this series lies in its vaguely stated objective to provide general background on current and classical topics. As for evaluation, CTV accepted feedback but did not solicit it.

However, the CTV channel in Vancouver offered two programs that were designed for a general viewing audience and became the subject of evaluative studies. The first program, entitled "Beat the Budget," consisted of six half-hour programs aimed at helping low-income groups to get the maximum value from their food dollars. Its production was a cooperative effort by official and volunteer health and welfare agencies, the Vancouver School Board, free-lance home economists, and

the local CTV station. This hostess-type of program was telecast to a morning audience during January and February, 1969. In order to take full advantage of the television program, twelve simultaneous discussion (listening) groups were organized, each supported by a resource team of home economists, social workers, public health nurses, and neighbourhood representatives. Six other discussion groups also were organized in the greater Vancouver area. An additional resource was a booklet which outlined the television programs. It also contained recipes, cost comparisons of value received, references, and general information.

Although the evaluation of this program was very subjective, it is worth reporting because it relates to the use of the "listening group" with the television medium. In the introduction, mention was made of famous Canadian experiments with radio "listening groups." Participation at the discussion group sessions was high, with learning promoted through a combination of interactions between the viewers and the resource persons. The social setting helped facilitate the sharing of experiences, resulting in application of what was learned. In the evaluation of the effects of television on the groups, it was reported that television had a prestige value; it was implied that some of the groups would not have been formed if this dimension had been missing. As for the content, the practical nature of the program led to immediate application in the home situation. The evaluation suggested that the format of the program should be relaxed, with no mention of time and no sense of being rushed. Further, the functions of the television hostess and of the demonstrator must be carefully separated, so that the viewer can focus on the presentation and not the relationship. Finally, a reliable beginning time was considered essential, because members of a discussion group can become distracted if the program is delayed (37).

As a follow-up to "Beat the Budget", a new program "The Child in the Family," was offered from February 19 to May 14, 1970. A steering committee coordinated the project, which was a joint effort by health and welfare agencies, public school adult educators in Vancouver, the University of British Columbia, and Vancouver's CTV station. In order to determine the topics of greatest interest, a questionnaire survey was conducted through the health units with 514 parents contacted. On the basis of these results, thirteen one-half hour programs were designed using the hostess format for a morning audience. The favourable response to the use of listening groups in the previous program was instrumental in the decision to use them for this program also. After considerable planning, 54 groups were organized.

The evaluation of the program was designed to acquire feedback from the discussion groups and from the general audience through telephone interviews. A scientific random sample was drawn from the greater Vancouver area, using the households listed in the Vancouver directory. A sample of 700 households was selected for each program and telephone interviews were conducted. Reasons given for not viewing the programs were primarily that the householders seldom watch morning television, or that they worked during the program hours.

The evaluation of the program showed that the discussion groups, which were not randomly selected, were impressed with the use of actual families and individuals. These groups of learners were looking for new knowledge, along with information about the availability of health services. The discussion groups also were more knowledgeable about the programs which enabled them to provide constructive criticism and suggestions for the future. However, these groups had the advantage of participating in a study group which allowed them to explore topics in a fuller manner. Of the 54 groups which were organized, 27 completed the program.

The general audience surveyed by phone indicated that the information they gained about available health services constituted their learning, but they, too, learned new knowledge to a lesser degree.

From the household sample interviewed, the estimate of the viewers who learned something new was 44,860 out of an estimated 105,560 cumulative viewers of the program (18).

Scenario II

The setting for Scenario II, which deals with ETV, has its foundation in the British North America Act (1867) provision that "in and for each Province, the Legislature may exclusively make laws in relation to education."[1]

With control of broadcasting vested in the federal government and of education in the provincial government, the question of ETV remained complex; for any such system would involve both federal and provincial responsibilities. In 1967, a Canadian Association for Adult Education (CAAE) brief proposed the following solution to this dilemma

> Given the limitations of the British North America Act Respecting education, almost total latitude will have to be given to the provinces in the development of appropriate educational broadcasting authorities (8:57).

La Marsh observed that

> federal policies in the field of communication must not work to impede but to assist provincial authorities to discharge their responsibilities for education (4:113).

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1. British North America Act (1867), S.93.

The 1966 White Paper on Broadcasting echoed this advice, declaring that

> it will be necessary to work directly with the provinces to study the technical facilities required, and to plan and carry out the installation of educational broadcasting facilities throughout Canada (45:13).

This White Paper proposed the creation, by federal legislation, of a new federal organization that would permit the use of public broadcasting facilities to transmit programs produced by provincial and other educational authorities. After much rhetoric, which focused on a definition of ETV and the relative merits and drawbacks of UHF channels for educational broadcasting, the federal government shelved the bill that would have created a new educational broadcasting agency.

On the provincial scene, notable developments in ETV for adults were taking place in three provinces: Alberta, Ontario and Quebec. In Quebec, this development took the form of two projects relating to personal and social development. The initial project, TEVEC, started in 1967, was limited to two regions of Quebec with high unemployment and low educational standards. Through the use of two private stations, the traditional subjects of French, English, and mathematics were taught, along with socio-cultural topics. This pilot project was followed by Project Multi-Media, a province-wide attempt in 1970 to promote participation, self-education, cooperation, media literacy, and some understanding of the society in which one lives. Both programs are reported in depth in "ETV for Basic Education and Life Skills: Searching for An Interface," another article included in this book. The remainder of Scenario II will report the development of ETV and research on adult learning in Alberta and Ontario.

Alberta

During the sixties, a number of educational associations were established in Alberta for ETV. In Calgary, Canada's first ETV station went on the air in 1967, using four separate 2500 MH_Z Channels under the control of the Calgary and Region ETV Association (CARET). Characteristics of 2500 MH_Z broadcasting are that it is the same as VHF and UHF with the exception that it needs special receiving equipment. Hence, such broadcasts cannot be received at homes or schools without special wiring. A year earlier, in 1966, the Alberta government had authorized a number of CARET pilot projects directed mainly toward the elementary and secondary schools. While program evaluation of the pilot projects focused on these efforts, there was some information relating to an adult population. Also, the University of Calgary recognized the potential of CARET for Community in-service education for engineers and teachers, especially the latter:

> One way in which the resources of the Faculty of Education could be brought to bear in support of local schools is through in-service courses or workshops conducted via television into schools where the teachers are (14:8).

In Edmonton, the Metropolitan Edmonton Educational Television Association (MEETA) applied for and received Canada's first ETV broadcasting license in 1966. Approval to use a CBC VHF channel to serve the needs of the community was granted in 1969 by the Canadian Radio-Television Committee (CRTC), the federal regulatory body which had replaced the Board of Broadcast Governors.

These two systems developed the capacity to produce, distribute, and disseminate programs throughout the province. Two other systems, the County of Mountain View Education Television (COMET) and the Southern Alberta Educational Television Association (SAETVA) produced programs in adult education. COMET transmitted them via a closed circuit system for adults who could meet in the district schools. Included among the programs was a university credit course. SAETVA used educational television as an in-service training tool (6:10-16). While no research is available on the adult education programming over these systems, it is important to record their achievements because the systems are now an integral part of Alberta's new educational authority. Its future role will be dealt with in the final section of this paper.

Ontario

The development of an ETV system in Ontario had its roots in the creation of the Metropolitan Educational Television Association of Toronto (META) in 1959. This organization was a cooperative venture by a number of agencies which had a broad community base and which received approval from the Board of Broadcast Governors in 1961 to reserve UHF channel 19 for educational purposes in Toronto. In addition to collaborative enterprises with CBC and other TV stations, META produced a number of adult education programs of interest to the community. In 1970, the Ontario Educational Communications Authority (OECA) was created and began to telecast over Channel 19 and to produce and distribute educational programs for the entire province (1). These included transmissions over CBC and cable systems, along with the use of films or tapes in schools. Once again, the gap between education (provincial) and communication (federal) was bridged by CRTC's approval of a CBC application to construct and operate the Channel 19 facilities for OECA (15:7-11).

One of the special programming areas of OECA focuses on the needs of adult viewers. No attempt will be made to list all the various areas of programming for leisure-time pursuits or for special interest

groups. Instead, attention will be devoted to the evaluations that are available on four programs dealing with adult learning. The following order will be observed: "Evaluation of Arts 100: Communications"; "Evaluation of Ryerson Open College - Introductory Sociology"; "Media Based Credit Course - Developmental Psychology" offered by Ryerson Open College; and "Castle Zaremba."

"Arts 100: Communications" was initially designed by Donald R. Gordon of the University of Waterloo. During 1971-72, 30 weekly half-hour television programs were produced by the University of Waterloo in cooperation with OECA's Toronto and Kitchener-Waterloo stations. Other components of the course were a textbook entitled The New Literacy, twelve audiotape cassettes, notes on the audio and video tapes, monthly small group seminar meetings, and a toll-free telephone line by which students could contact the course assistants.

Two course evaluations were completed by students officially enrolled in the course on both full-time and part-time bases and by a group of non-student volunteers. The initial numbers were 317 in the first category and 123 in the second (mostly adults in age categories from 13 to 69). However, the final evaluation was based on 145 students and 80 non-students. One limitation of the study lay in the nature of the group. It was a highly self-selected, volunteer group showing these characteristics: educated, motivated, and very interested. Another limitation was the absence of precourse tests, because the evaluation had not been planned ahead of time. Thus, it was difficult to assess the effects of the course.

The students expressed positive views about the components of the course, except for the seminars, which were plagued by administrative problems. The phone-in system for feedback was little used because few students expressed a need for it. While the full-time students complained about the use of "academic" language, the non-students offered relatively few complaints.

The non-students were enthusiastic about this course, as were the part-time students, while the full-time ones were moderately enthusiastic. The regular viewing by the non-student indicated that this type of course can attract and maintain an audience.

A final examination was designed to determine whether the students had attained some competency in the following: critical judgement, and understanding of role and limitations of language of communication. There was no significant difference between part-time and full-time students enrolled in the course. This group, instead of being compared with the non-students, were compared with other, quite different, student populations. The result showed that the Arts 100 student was better able to deal with the media than other university students. As evidence of examination validity, there was some positive correlation between the examination of course grades.

The mass media survey administered to students and non-students revealed that both groups gained "more critical views of the media and an increased insight into the limitations of the media in attempting to present reality" (7:57).

A second evaluation of Arts 100 was completed in 1973. As in the initial offering, there were 30 weekly half-hour television programs, along with the course components mentioned earlier and, in addition, a resource centre. There were also some changes in the lecture content of the program.

Year two saw a substantial decrease in the number of students enrolled -- 197 compared to the previous 317. Instead of the 123 non-student volunteers who agreed to participate in the initial study, only 46 volunteers agreed in year two. Obviously, this figure indicated a lower viewer involvement.

Evaluation in year two was conducted with 24 of the non-student volunteers and 120 of the students. As in the previous year, the non-students rated Arts 100 more highly than did the students. This judgment was made on an overall rating and on how interesting they found the course to be. In year two, the students were given a pre-test, and both they and the non-students were administered a final true and false test. The students, both full and part-time, showed little gain in content. The non-students significantly exceeded the students on factual material, but a lack of pretest data on this group and its select nature make it impossible to attribute this condition to Arts 100.

A revised Mass Media Survey, containing a semantic differential scale, was also administered to both groups. The only difference between students and non-students was that the former saw the media in general as being more subtle. Both students and non-students again felt that they were more critical of the media; however, the Mass Media Survey data did not support this feeling (44).

Two other university courses which were aimed at the learning needs of adults and which have been evaluated, are "Introductory Sociology" and "Developmental Psychology," sponsored by Ryerson Open College in cooperation with OECA.

The first course was offered initially in the Spring of 1971, but it was the repeat offering in the Spring of 1972 on which an evaluation study was completed. The course, a multi-media one, had as its components the following: 17 half-hour television programs available three times a week; two one-hour radio programs, each broadcast three times a week, with one day incorporating an open-line so that students could contact their instructor-tutor; two study weekends; and correspondence between students and instructor-tutors.

The characteristics of the student, unlike those of the normal college student, indicated that the course was reaching the working

adult and housewife, 72 percent of whom were aged 30 and over, and 44 percent of whom had only grade 12 or less. Of the original 194 who enrolled, 94 completed the course. An interesting finding was that the educational levels of the dropouts were higher than the levels of those who completed the course. Two possible reasons cited were that jobs of the educated were more demanding, or that the less educated found the course more stimulating.

The television component was viewed mainly as enrichment, with 68 percent of those who completed it rating it as helpful. As for the multi-media approach, those who completed the course also felt that they could not have acquired this experience in any other way; the remainder found the course to be a convenient way to study in view of time constraints and family responsibilities (22).

The second course, Developmental Psychology, was another multi-media credit course offered by Ryerson Open College in cooperation with OECA from January through June, 1973. The radio component included a one hour lecture, a half-hour panel discussion, and a half-hour open line session featuring questions and responses. The television component included a film shown every two weeks on the theme of the lectures. Students also had the option of talking or corresponding with tutors and of participating in two study weekends.

Students enrolling in the course had to complete two major essays and five smaller essays. An attempt to make a detailed comparison by pre and post tests of the 58 students enrolled in this course with a group of 46 day students enrolled in a parallel day course, produced little meaningful data. As might be expected, the individuals enrolled in the multi-media course were older and had higher levels of formal education. Of this group, 40 percent were employed full time.

Among the students in the multi-media course, it was found that as a result of attending to more television and radio programs, they had acquired a greater amount of knowledge than the day students. Also, the multi-media students who had watched the same program more than once gained higher scores on the post-test. The students also reported a need for a televised open line after the telecast of a film. They also expressed a need for a summary of the television programs, as few took notes. In an earlier mid-course evaluation, the students indicated that the effect of seeing reinforces the learning process, because it clarifies theory and supplements the other course material (21).

Our final program, Castle Zaremba, was another multi-media course designed for a very different population than the OECA courses described earlier. This non-credit course provided a systems approach to encourage adult learners to acquire the language of English-speaking Canadians. Through the use of the soap opera format, sixteen twenty-five minute televised episodes were broadcast through OECA's Toronto station in 1970. In 1971, the series appeared over the Hamilton station. The telecast was supplemented by two texts of the scripts, four cassette tapes, and

a set of black-and-white photographs of scenes that appeared in the series. Because the Castle Zaremba approach substituted a dramatic episode in place of the teacher, OECA was interested in evaluating the program. The initial objective was to attract people to learning English via the mass media, people who might have no other means to assist them in learning English. Castle Zaremba might also be used by individuals or groups (informal or in classes) to help overcome some of the psychological barriers to getting along in English. However, this study was restricted to the use of Castle Zaremba by people who had committed themselves to learning English through attending classes during the Spring of 1972. The research focused on a comparison between three citizenship classes which used Castle Zaremba as the main component of their English program and three classes which did not use it. Both pre and post-tests were administered to each group. It was reported that no significant difference existed between the two groups on aural comprehension of English and general knowledge about life in Canada. A program like Castle Zaremba can then be as effective as the conventional class. Moreover, both the Castle Zaremba students and the students in the conventional class expressed generally favourable opinions about their courses (17).

Scenario III

Our third scenario focuses on Cable television and its potential for adult learning, an area in which research is still lacking.

With the demise of ETV legislation, the Canadian Radio and Television Commission announced its attitude toward a cable system as one furnishing

> community programming services of a complementary rather than a competitive nature to those already provided by other broadcasting services (10).

This idea of cable as a means of involving the community suggests a creative use for a system that had as its initial objective the distribution of television signals which are not available to audiences in a particular geographic area. In fact, CATV derived its name from "Community Antenna Television," because it used an antenna tower to pick up distant television signals and amplify them. Other reasons for the public's demand for CATV was that it provides less distorted signals than those received over the air waves. By countering electronic interference, CATV allows subscribers the full benefits of colour and black-and-white television.

The initial objective has economic implications for local television stations which might be adversely affected by programs originating outside the country. The CRTC's attitude is revealed in its statement that:

> one of the objectives of Canadian broadcasting should be to encourage more diversity, more choice, more variety of subject matter, of opinions, of ideas - rather than to reduce choice and diversity (9:13).

As for the thought that cable might replace regular broadcasting, Pelletier questions this assumption:

> The 1968 Broadcasting Act illustrated the conviction of public authorities that cable broadcasters constitute an integral part of the broadcasting community. I do not subscribe to the argument that these new methods will replace the older forms of open air broadcasting, as some have suggested. But I am, on the other hand, firmly convinced that we shall witness many changes in the cable broadcasting field, and find promising new uses for this very important instrument (39:9).

These "new uses" had been suggested earlier by CRTC, when it issued a statement to the effect that the development of cable should occur without hurting the essential services provided by the broadcasting media. The role of cable was seen as

> the opportunity for CATV licensees to enrich community life by fostering communication among individuals and community groups. In the development of programmes of interest to communities, it is hoped that CATV programmers will be motivated by innovation rather than imitation. Local programmes should be based on access and freedom from the restraint of programme schedules which are often less flexible in conventional broadcasting (11).

In other words, such programming is viewed as a new dimension which would improve the quality of life in Canada (33:216). Not only could the local cable system focus on public affairs programming and community issues, but also on adult education courses and programming in other languages. By creating this community identity, cable could also serve as a facility for providing training for future education broadcasters (24:32) (26:35-47).

The Special Senate Committee on Broadcasting conducted research on both the cost of and interest in local programming. The research on the former was of special importance to cable operators and members of a community. Estimates on the cost of establishing a studio and staffing it in 1970 indicate that larger cable systems (annual revenue of $400,000 or more) would expend $200,000 to $250,000 on initial equipment, plus a similar amount for the salaries of 40 people. Middle-sized systems (annual revenue of $200,000 to $400,000), would require $90,000 for initial equipment, plus $70,000 for a staff of 10 to 12. The feasibility of local programming by small systems was

questioned. They would need $10,000 for equipment, plus $10,000 for two or three people who would have to add these responsibilities to their current assignment (34:412-413).

Even with the facilities and staff, a number of problems remain to be worked out to make the system operational for community groups in designing programs for adult learning. Such problems include how to make provision for community groups to use equipment and facilities, how to make programs interesting, how to schedule them, how to acquaint people with the schedules, and how to sustain the interest of community groups in the use of the system (29:50).

While these problems are being attacked by the cable operators and community, other major problems plague community groups desiring to use the system for adult learning. For example, how does one overcome the organizational obstacles that present themselves when the community's cable resource is divided into a number of small independent systems? Nevertheless, cable has been used for informal and formal educational programs throughout Canada. In Vancouver, some early adult education programming was designed by students from a graduate course in "Mass Media and Adult Education" (25:27) (27:25).

A guiding philosophy for the use of locally produced educational programs is suggested in an Alberta study:

> Community media implies community involvement; therefore any educational program developed would have to be such that it could be part of the community, and the participants could learn and work on their own terms. Teaching materials would have to be simple and readily available to all participants and instructional sessions would have to be workshops or similar activities where everyone could feel free to participate (46:58-59).

The Future

An underlying theme of futurologic studies recently completed in Canada is that of lifelong learning and, related to it, the greater access by adults to the communications networks, which offer alternative approaches to learning. In Ontario, it was proposed in 1972 that a new institution, the open Academy of Ontario, be established. Its task would be to develop courses for individuals and groups who have not had opportunities to experience innovative approaches. It was also recommended that the operation of the Open Academy might be broadened through using the Ontario Educations Communication Authority to organize programs for television, radio and cassettes for all parts of the province (41). Also in 1972, Alberta made recommendations based on the concept of lifelong learning and taking into account the learning needs of adults. Specifically, it was recommended that an Alberta academy

be established to provide learning opportunities for adults which would include a supporting province-wide educational television network (2). The Academy, formed as Athabasca University, is in its initial stages of development. The network, the Alberta Communications Centre for Educational Services and Systems, has now been established, and has assumed responsibility for the systems described in Scenario II for the production of ETV programs.

In 1973, Saskatchewan proposed establishing the Saskatchewan Educational Communications Corporation (SASKMEDIA). Here, the media will be used in the development of a community college system. While FM radio was the primary media proposed because of the province's limited resources, it was recommended that

> an educational communications specialist be employed in the community college regions. Such a specialist would assist in developing educational and community programming on the cable systems... (38).

In 1973, Manitoba recommended the establishment of a "regional organization for post-secondary education which would make learning opportunities accessible to all Manitoba citizens" (28). Finally, in the same year, the Centre for Continuing Education at the University of British Columbia submitted a brief to the Minister of Education containing this statement:

> The Mass Media represent an instrument for adult education which we have barely begun to use to anything like its full potential. What efforts have been made have tended to be dominated by those serving the instructional needs of children and youth (3).

It summarizes succinctly the "state of the art," the very limited use of ETV for adult learning. As this study has shown, the amount of research is scanty and, with the exception of one or two studies, its quality is relatively unsophisticated. More and better research must be undertaken if the provincial mandates discussed earlier are to be fruitfully carried out. A commitment to lifelong learning is the goal, not only for the learner but, just as importantly, for the educator, and the media specialist. Through their combined efforts Tough's prediction might come true in our time:

> The adult learner of the future will be highly competent in deciding what to learn and planning and arranging his own learning. He will successfully diagnose and solve almost any problem or difficulty that arises. He will obtain appropriate help competently and quickly, but only when necessary (42:170).

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CHAPTER VII

BROADCAST PROGRAMS FOR OPEN BTSD

Canadian open adult learning systems have amply demonstrated that mass adult education programs motivate and equip people to improve themselves and their circumstances. Essentially, these programs should be:

1. practical and relevant to the needs of the people.

2. interesting, participative and helpful in creating common goals and standards.

3. illustrative of the fact that a partnership between human resource development and socio-economic development exists.

4. actively involved with people seeking self-improvement.

The broadcast programs for an Open BTSD should, therefore, deal with broader issues than specific instruction in subjects such as mathematics or communications. Delivering such training through the media would only negate the significant advantages of individualized instruction which is best provided by a learning centre. It seems that the appropriate role for broadcast would be in teaching the skills of effective participation in the labor force. A great number of Canadians require these skills and a teaching method which is interesting and appealing may be provided through the broadcast media.

The nature of the television medium is most conducive to presenting a documentary approach to career development and therefore the program would deal with problems and opportunities of entering, surviving and succeeding in the labor force. Some of the programs might be presented in a magazine format as an alternative to the documentary. But, however presented, the programs would be designed to enable the viewer to:

- choose an occupation;
- identify and assess job opportunities;
- make job applications;
- identify job expectations;
- handle job interviews;
- solve problems;
- make decisions;
- respond to criticism;

- cope with discrimination;
- assess personal capabilities;
- receive legal rights or entitlement;
- obtain job training;
- adapt to changing work conditions;
- present a pleasing personal appearance during a job interview;
- handle personal finances;
- progress in a job.

Television and Radio

Each program would be presented through the television medium but following the half-hour show, a radio phone-in program would commence. This program would allow people to express their ideas, attitudes and feelings relevant to the subject of the televised program. It would be possible for a select panel of experts to respond to the callers or it could be handled with only one M.C. The purpose of the radio program would be to:

- reinforce the 'lessons' of the televised program;
- permit people to learn from others;
- allow people to share their experiences;
- help people resolve to act on what they have learned;
- assist the audience in relating the points of the broadcast to themselves.

Audience Clubs

The value of the broadcasts would lie in the behavior of the viewers/listeners in the labor market. Some people may learn very well from broadcasts while others need the advantages of personal discussion and opportunities to practise before they can act. For this reason, audience clubs would be organized and would meet in the learning centre among other places. The members could then view the televised program, listen to the radio, and discuss what they have seen or heard while keeping in mind self-application of newly acquired skills.